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ABSTRACT

The purpose of the study was to identify personal and social characteristics that were correlated with extent of educative activity by non-college bound young adults. One hundred interviews of seven hours each, were held in a Northeastern metropolitan area and 500 interviews were held in one of three geographic areas, a large Northeastern metropolitan area, a state capital in the Middle West, and a rural area at least 100 miles from the nearest large city. Categories of variables included prior experience, current outlook, current roles, and mode of occupational and educational decision. The group of 100 interviewees were fairly active in educative activities, reading books and magazines, using radio and television, and half participating in adult education during the previous year. Data gathered from the second set of interviews suggested something of the developmental process that was occurring for these young adults (maturing). Many had a more active, curious, engaged life style than the others; they had mostly grown up in an abundant home environment. Those young adults who expressed interest in adult education included both those who had participated during the last year and those who had not. It seems that no one category is sufficient to explain adult education participation by non-college-bound young adults. (EB)

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FACTORS RELATED TO EDUCATIVE ACTIVITY BY NON-COLLEGE BOUND YOUNG ADULTS

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CHAPTER ONE

Summary

The purpose of the study was to identify personal and social characteristics that were correlated with extent of educative activity by non-college bound young adults. The study had the following research objectives:

1. To identify a pool of variables related to participation in education.
2. To select variables most likely related to participation in part-time educative activities by young adults who do not go on full-time to college.
3. To test the association between the selected variables and educative activity.
4. To examine the variability of the variables, in relation to community type and stage of vocational development, for young men and young women.
5. To obtain estimates of the probable susceptibility to influence of the highly salient variables.
6. To obtain findings to assist non-college bound young adults to include educative activity as a component in vocational development.

The study was in four general stages. Stage one was devoted to planning, staffing, identification of a preliminary pool of variables, and the selection and development of data collection instruments for phase one. Stage two included sample selection, data collection, and data analysis for phase one which consisted of one hundred interviews, of seven hours each, all located in one Northeastern metropolitan area in which about a half million people resided. Stage three included sample selection, data collection, and data analysis for phase two which consisted of about five hundred interviews of two hours each, located in one of three geographic areas. One geographic area was a Northeastern metropolitan area in which more than a million people resided. The other two geographic areas were in the Middle West. One was a state capital and the other a rural area at least one hundred miles from the nearest large city. Stage four consisted of an exploration of the implications of the findings for both further research and for educational programs for non-college bound young adults.

The broad categories of variables for the study included Prior Experience (environmental abundance during childhood related to family status and home environment, and ability and performance during adolescence); Current Outlook (self-concept, special aptitudes, and attitudes toward work and education); Current Roles (worker, family, citizen, user

of leisure, organization member, and perceived expectations of significant others regarding educative activity); and Mode of Occupational and Educational Decision.

The one-hundred, Phase One, non-college bound young adults were relatively typical of those from a Northeastern metropolitan area who graduated from high school, did not go on to college full time for six months or more, but went to work or actively sought work. They participated fairly extensively in educative activity. Four out of five had read at least one book in the previous year, three-quarters read magazines weekly, half used radio or television daily, and half participated in adult education during the previous year.

The young adults varied considerably in their prior experience. Three quarters of them had fathers with blue collar jobs and no formal education beyond high school. There was even greater variability in the relative abundance of the home environment during adolescence. The high school years provided some very different patterns of experience for this sample of non-college bound young adults. The current role relationships of the young adults were characterized by less engagement and lower performance than for adults generally. The current outlook of the young adults was in some respects more variable than for the general adult population. The book readers were active, achieving, intellectually oriented young adults. Those with greater interest in adult education had spent their life in settings that encouraged educative activity, their own interests and attitudes were supportive of educative activity, and they tended to be active and socially engaged young adults. The young adults who in the previous four years had participated most extensively in adult education, were not very self-satisfied and they experienced some conflict in their view of self.

In most ways there was great similarity between two sub-samples of participants and non-participants for whom biographical sketches were prepared. However, it would appear that there is a threshold for adult education participation. To make the decision to participate requires several facilitators. These facilitators might be personal or situational, and past or present oriented. To some extent they may be interchangeable. But, the two variables that seem to be especially influential are information seeking and the encouragement of others.

The Phase Two data analysis included comparisons between seven subpopulations that differed in age, sex, and geographic area. The subpopulations were very similar in most ways. However, the age trend for the selected variables suggested something of the developmental process that was occurring for non-college bound young adults, a process that might be termed maturing. The older respondents were in higher status occupations, received higher worker role performance ratings, and reported a higher level of work satisfaction, which together indicated that process of occupational development occurred for the non-college bound during the period from the late teens until the mid-twenties. The older respondents expressed more interest in an ideal job that would entail reading, reported more time spent reading magazines, and scored higher on a vocabulary test, which together indicated that the non-college bound became more reading oriented during young adulthood. Conversely, the older respondents

tended to have fewer of their significant others who urged them to obtain more education than was the case for the younger respondents. The older respondents also belonged to more organizations, and were rated higher on leisure role performance and social adjustment, which together indicated that during young adulthood the non-college bound became more socially engaged. Finally, the older respondents were more planful and achievement oriented than their younger counterparts, which together indicated a developmental trend toward mastery over the environment. Also, the data indicated that occupational development for non-college bound young working women differed from that of their male counterparts.

The pattern of intercorrelations between variables were interpreted as follows. Some of the non-college bound young adults seemed to have a more active, curious, engaged life style than the others. Many of these more engaged young adults grew up in a more abundant home environment; currently tended to be more thoughtful, autonomous, and planful; and many had achieved higher status occupations. Their more autonomous preferences for leisure activities were negatively associated with adherence to authority. These same young adults also seemed to be distributed along a continuum of generalized orientation toward education. Furthermore, this continuum appeared to be associated with two composite variables, an engaged life style and an idea orientation. The idea orientation was characterized by an emphasis on reading and thoughtfulness about issues of self and society. The more engaged and idea oriented young adults were also those who were positively oriented toward education. There were, however, differences associated with the three measures related to adult education. Those young adults who expressed interest in adult education included both those who had participated in the previous year and those who had not. Unlike the participants taken separately, they tended to come from higher status families, to have more positive feelings about school, and to have more friends who urged them to obtain more education. The adult education participants included those who took part in both job related and non-job related adult education. Unlike the smaller sub-population of participants in only job related adult education, they tended to be more active in organizations and to be book oriented. The book and the participation barriers that are familiar in the adult education literature as it relates to the broader age and educational range of the population, seem also to apply to non-college bound young adults. The participants in job related adult educations differed from the other two overlapping sub-populations, in that there was a lesser association with a book orientation and greater association with optimism about promotion chances. Finally, the criterion variables were correlated with variables that had been classified in the prior, role, and attitude categories. It would appear that no one category is sufficient to explain adult education participation by non-college bound young adults.

The data were also subjected to factor analysis and six principal components factors emerged. The major factor, labeled Expansiveness, was characterized by active coping and social adjustment, assertion, achievement, and expansion of life space in a variety of domains. The second factor, labeled Work Dissatisfaction, consisted of negatively loaded worker role performance variables and positively loaded adult education variables. The third factor, labeled Work Orientation, mainly consisted of characteristics of the ideal job, with an emphasis on situational characteristics.

The fourth factor, labeled Organizational and Educational Participation, mainly consisted of organizational and adult education participation variables. The fifth factor, labeled Organizational Coping, consisted of six positively loaded organizational variables and seven negatively loaded adult education variables. The sixth factor, labeled Environmental Abundance, mainly consisted of adolescent home environment scales and organizational participation indices, both of which are social class related.

The results of the Principal Components factor analysis were next subjected to Orthogonal Varimax Rotation for the total sample and for each of the sub-populations. Five factors emerged for all sub-populations, and a sixth emerged for five of the sub-populations. Factor one, labeled Occupational Outlook, was composed primarily of worker role performance ratings and other work related variables such as work satisfaction, interest in a higher level job, and optimism regarding promotion chances. Factor two, labeled Leisure Style, seemed to be a leisure role counterpart to the worker role cluster in factor one. Factor three, labeled Job Characteristics, consisted entirely of characteristics of the ideal job. Factor Four, labeled Adult Education, consisted of all seven of the adult education participation variables. Factor five, labeled Organizational Participation, consisted of all eight of the organizational participation indices plus the personal outlook rating regarding adjustment in formal groups. Factor six, labeled Educative Orientation, consisted of the five home environment ratings and a variety of variables related to educative encouragement, skills, and activity.

A panel of consultants made predictions regarding the degree of relationship between predictor and criterion variables, and there was moderate agreement between the consultants on the panel. They predicted well, various types of variables that were associated with educative activity, especially those in which the association with other educative activity was most direct. They failed to predict the significant correlations with current life style that did emerge. They did predict associations with social class related variables that stressed education and social mobility, which are familiar in the literature, but significant correlations did not emerge for these variables in the present study. Based on the consensus of these consultants, it would seem that an effort to encourage non-college bound young adults to engage in more educative activity should take these two variables into account. The reading variable might be reflected in a stress on its importance in attractive jobs that a non-college bound young adult might enter, on satisfactions from reading especially in relation to work, and even on opportunities to increase reading and study skills so that reading becomes more effective and satisfying. The encouragement variable might be reflected in a stress both on communication aimed at significant others and opinion leaders who have contact with non-college bound young adults for the purpose of encouraging them to urge these young adults to obtain more education, and on encouraging non-college bound young adults to include in their circle of friends persons who will urge them to obtain more education.

CHAPTER TWO

Purpose and Rationale

The primary purpose of this study was to identify personal and social characteristics that were correlated with extent of educative activity by non-college bound young adults. During the decades after World War II there was a growing interest in extending the educational attainment of non-college bound young adults. It became increasingly apparent that higher levels of competence were needed for occupational productivity, family stability, recreational activity, and civic competence. One way to have increased the competence of young adults who dropped out of high school or who graduated but did not go on to college, was by participation in part-time educational training programs for adults. However, in spite of redoubled efforts to attract and hold larger proportions of non-college bound young adults in educational programs of various types, far fewer participated than had been expected.

After an examination of some representative educational programs for young adults, a review of the relevant literature, and a series of small research studies with rural young adults, the following research objectives were established.

1. To identify a preliminary and comprehensive pool of variables related to participation in education.
2. To select those variables that are most likely to be related to participation in part-time educative activities by young adults who do not go on full-time to college.
3. To empirically test the relative degree of association between the selected variables and extent of participation in educative activity.
4. To examine variability in the content and saliency of variables, in relation to community type and stage of vocational development, for young men and young women.
5. To obtain preliminary estimates of the probable susceptibility to influence of the highly salient variables.
6. To obtain findings that will provide a basis for encouraging non-college bound young adults to productively consider educative activity as a component in vocational development, and for policies by agencies that sponsor vocational education programs for non-college bound young adults that will more effectively attract and maintain their participation.

The following rationale for the study is based on previous research and the existing literature related to adult education. The primary area

of concern with which the present study dealt was adult education. The general purpose was to identify salient correlates of part-time educative participation as a basis for the design and promotion of adult education programs to attract and retain a higher proportion of non-college bound young adults. The dependent or criterion variable was participation in part-time educative activity especially as a means of facilitating vocational development. Educative activity was defined as any activity engaged in by an individual for the primary purpose of altering knowledge, skills and attitudes and with a high likelihood of doing so. Two broad categories of criterion variables were informal information seeking and more formal ways of systematically learning, such as private lessons and group courses. There was relatively little tested knowledge about variability in informal information seeking by non-college bound young adults, from which to develop a rationale for this type of criterion variable.

It was anticipated that the findings from the present study would show that non-college bound young adults engage in information seeking by use of both interpersonal and mediated channels; that there was great variability in extent of information seeking; that both electronic and print media were used extensively; that books were less used than other print media; that use of print media and especially book reading was associated with participation in more formal educative activity; that both intimate associates and experts were used somewhat; that intimates served a reassurance function and that experts provided new information; that parents, relatives and close friends who were somewhat older than the young adults were an important channel of information about education; and that some young adults tended to extensively use a variety of channels for information seeking.

A smaller proportion of very young adults have participated in adult education than has been the case for young adults between their early twenties and their early thirties. The rate was lower for the non-college bound than for the college bound. There was variation between non-college bound young adults in various categories, with higher rates of participation indicated for men, the more intelligent, those who are married, and those in higher status households. There was also variation related to agency sponsorship and instructional methods. Schools, colleges, and the military attracted substantial proportions of young adults, as did methods such as classes, correspondence, and job training. The subject matter areas that were most attractive to young adults were general education, family life, and occupational. Extent of adult education participation was most highly associated with extent of formal preparatory education. It would appear that many of the same factors facilitated both preparatory and continuing education, and that the voluntary and self supporting arrangements for most adult education programs have widened the gap between the educational "haves" and "have nots." The adult education interests of non-college bound young adults tended to be very practical and applied, with an emphasis on job, home, and personal effectiveness. Educational interests were related to sex and marital status. Interests also varied with parental family status, prior school success, family problems, awareness of opportunities to participate, and developmental tasks. The tasks of the worker role were

especially related to adult education interests and participation, for both men and women.

The socio-economic status of the parental family reflected levels of income, education, and occupational prestige. Middle-class family values tended to be reinforced by the larger society, whereas children who grew up in a lower-class sub-culture may have been exposed to the values and role models of both the sub-culture and the middle-class oriented larger society. This exposure may have occurred through the middle-class expectations of parents, or through a wider variety of social contacts and role models in neighborhood, school, work and mass media. The family's influence reflected both early association and selection of other social contacts. As a result non-college bound young adults were mainly from working and lower-class families, along with some middle-class families in which barriers were confronted. Socio-economic status was also related to other variables such as attitudes, role expectations, work habits, and occupational development that in turn were related to educative activity. The young adults from higher status families acquired more education both full-time and part-time. It was not clear what portion of this association reflected the impact of the sub-culture and what portion reflected differences in intelligence and home environment. In the few studies of non-college bound young adults, socio-economic status of parents was among the variables that were most highly correlated with educative activity.

A related but somewhat independent variable was the relative abundance of the home environment. The association between home environment and educative activity was higher than between social class and educative activity as reflected in intelligence, achievement, and aspiration. Adolescent school experience also influenced subsequent education, both through achievement and the influence of peers. Level of formal preparatory education was the characteristic most highly associated with extent of adult education participation. There was a tendency for young adults who participated most in educative activity, to have been most active during adolescence in school extra-curricular activities and out of school activities that were vocational, recreational, and educational. These activities reflected both ability and encouragement. It would be anticipated that a variety of prior experience variables would be associated with extent of educative activity by non-college bound young adults.

The current role relationships of non-college bound young adults provided the settings in which they received encouragement or discouragement related to educative activity. Young adulthood was a period of many role changes. Family and occupational roles tended to be especially important. Occupation, including homemaker role, was central in the self-concept of most young adults including those with lower levels of mental ability. The establishment period of young adulthood entailed much occupational floundering for most persons. Educative activity tended to be used, especially by those with more formal education, in the process of job entry and job change. Worker role was related to a larger portion of adult education activity than any other role, and the proportion was about the same for blue collar and white collar workers. Occupational level was associated with extent of educative activity. Extent

of organizational participation was also related to extent of educative activity and with age. Extent of educative activity was related to leisure styles that were active and that included reading, cultural activities, and organizational participation. Performance in citizen role tended to be low for young adults and especially so for the non-college bound. The age range from 18 to 25 was a period of low family participation in part because some young adults were not married. Parents were influential role models both directly and indirectly through other role models whose selection they influenced. However, peers and school personnel were also role models, and significant others influenced decisions regarding educative activity.

The term current outlook included a variety of characteristics of the individual, that ranged from abilities and self-concept, through attitudes toward self and aspects of the environment such as work, that might be relevant to educative activity. Developmentally they might be conceptualized as social and emotional adjustment, or increasing social maturity, or most broadly as personality development.

The current outlook variables included abilities, self-concept, and attitudes toward self and work. Social and occupational adjustment were related and both seemed to be related to educative activity. Attitudes related to the self changed during young adulthood for the college bound and the non-college bound, especially a decrease in authoritarianism and an increase in independence. A variety of needs and attitudes differentiated adult education participants from non-participants. This was especially so for need affiliation, which was associated with both information seeking and adult education; and to a lesser extent intellectual interests. Self-concept and extent of educative activity tended to interact over time, so that one influenced the other. Manifest abilities resulted from both latent abilities and the environmental opportunity system. A less abundant environment was associated with a larger gap between ability and achievement. Higher intellectual ability and a more abundant environment tended to interact and one by-product was higher levels of education. Verbal ability has been consistently related to adult education participation. A high level of occupational aspiration and a resultant dissatisfaction with current job was associated with adult education participation.

Non-college bound young adults have tended to emphasize security more than challenge as a desired characteristic of an ideal job. A major relationship between vocational interests and educative activity did not seem likely although a social class related association was anticipated. A composite educational attitude variable, termed level of readiness, results from the interrelated beliefs that altered occupational competence is important and that educative activity can substantially help. A young adult with a high sense of educational efficacy would be expected to use educative coping in more instances, to be willing to invest more to engage in further education, and to persist in an educational program to a greater extent. Most adults engage in most educative activity to accomplish some purpose. The purpose may be personal and expressive, such as a stimulating way to spend leisure, or the purpose may be public and instrumental, such as increasing competence to

improve role performance. It was concluded that young adults with a high level of aspiration and optimism about achieving results would be expected to participate more extensively in adult education. The set of relationships might be conceptualized as a gap between current and changed circumstances, and the degree of optimism that the individual has regarding the likelihood of closing the gap. It would be anticipated that the individual's mode of decision regarding occupation and work related education would vary in relation to the extent of the gap and the degree of optimism about closing it. A part of the mode of decision was the individual's sense of personal influence. To what extent did the young adult believe that he could influence the forces affecting his life, especially as they related to work and education. It appeared from several studies that most young adults were not very planful. It would be anticipated that the more planful young adults would engage in more effective coping behavior, be more aware of alternatives, and make greater use of educative activity.

The various parts of the young adult's mode of decision would probably be interrelated in practice. A sense of personal influence would facilitate both occupational optimism and a sense of educational efficacy. A gap between present and changed circumstances would be the need that would be expected to facilitate coping behavior, so long as the individual was optimistic about closing the gap through increased competence. The resulting set of interrelationships for an individual would define his mode of decision related to educative activity.

For non-college bound young adults, age was not greatly associated with extent of adult education or information seeking. Extent of educative activity was higher in the suburbs than in the central city or in rural areas. Consistent differences were reported between those who graduated from high school and those who dropped out. The completion rate is rising and becoming more similar in rural and urban areas but it is still higher for urban youth. The adult education participation and information seeking rates were about the same for men and women, and the differences in fiction book reading were produced by non-working women. Interests in adult education topics were associated with marital status. There were no substantial differences associated with race, for young adults, when social class was controlled.

The research literature has indicated that differential development occurs during adolescence and young adulthood. Conclusions regarding the impact of the college experience, have been confounded by the problem of trying to separate the impact of college from differences in developmental trends for the types of youth who go to college compared with development for the non-college bound. The following generalizations were based on the fragmentary conclusions from developmental psychology, but are largely speculation in an effort to explain differential change in mental functioning during the first three decades of life. Change in mental functioning refers to both personality development in general and improvement of mental ability in particular.

1. Persons with higher intelligence, (a) will experience a greater amount of change per year, and (b) will experience a greater number of years with a higher level of annual change before reaching the plateau characteristic of young adulthood.

2. For persons with a more abundant home environment during childhood and adolescence (e.g., higher level family SES), (a) development will be more predictable from intelligence, (b) there will be greater receptivity to change, and (c) there will be a greater amount of change per year.
3. For persons with more abundant young adult environment (e.g., college instead of blue collar job or homemaking), there will be a greater amount of change per year.
4. Self confidence is enhanced by higher levels of intelligence and environmental abundance, with extent of success experiences as an intervening variable.

Most of the efforts to explain adult development and education of non-college bound young adults by use of a pattern of interrelated variables have included many of the same types of variables. The explanations made reference to the abundance of the young adult's environment during childhood and adolescence, based primarily on level of socio-economic status, typically assessed by the father's level of occupational prestige. Variations in status level were highly associated with variations in community size and region. Most of the explanations also included variables related to the preparatory education experience, usually the abundance of the school environment, how far the individual went in school, and how well the individual had done in school. Both the abundance of the home environment and school performance were associated with the individual's level of mental ability, which was also included in most of the explanations. The residue of pre-adult experiences related to these three types of variables, were reflected in the predispositions of young adults. These predispositions were variously referred to as values, desires, needs, perceptions, and attitudes. Some predispositions were related to occupation, such as dissatisfactions with job, optimism regarding advancement, and level of aspiration regarding upward mobility. Other predispositions were more specifically related to education, such as self confidence, receptivity to change, sense of educational efficacy, and level of educational aspirations. Several explanations included reference to the reasons why young adults were interested in participation in educative activity. Several of the explanations stressed the influence, on decisions by young adults, of their significant others such as parents, family, and close friends. Several of the explanations referred to the relative abundance of the opportunity systems in the young adult's environment. This would include available programs and materials for the educational use of young adults. Some systematic variations were associated with age, race, sex, and marital status. A few of the explanations have referred to the influence of less predictable events on decisions of young adults. Some events, such as a major success experience, may serve as a facilitator to subsequent activity. Other events, such as the death of a father or spouse, may serve as a barrier to subsequent activity. For the present purpose, each of these types of variables is relevant to the extent to which it is associated with educative activity. It would be anticipated that a high level of educative activity would result if the individual was predisposed to alter his competence and believed that education was an effective way to do so, and if significant others encouraged him to do so. Lack of opportunities to participate in educative activity and incapacitating events might

reduce participation. Previous success in school would be expected to facilitate school success. An abundant home environment would be expected to contribute to ability, school success, facilitating predispositions, significant others who would encourage participation in educative activity, and access to more abundant young adult opportunity systems.

This chapter has presented the purpose and rationale for the study. The primary purpose was to identify personal and social characteristics that were associated with educative activity by non-college bound young adults. The rationale was based on both tested knowledge and speculation. Because most of our tested knowledge about young adults was based on research with college students, there was little research reported on the non-college bound young adults. The rationale included criterion variables related to educative activity and both past and present oriented variables related to prior experience, current roles, current outlook, and mode of decision. Past efforts to explain adult development and education by use of a pattern of interrelated variables have included many of the same types of variables including environmental abundance and personal predispositions.

CHAPTER THREE

Procedures

The study population consisted primarily of young men from differing community settings, who had graduated from high school but who had not completed more than a total of six months of full-time schooling beyond high school. The respondents were members of several graduating classes to reflect the age range from 18 through 25. For one graduating class in one geographic area, additional samples were planned of young men who had dropped out of the class during eleventh or twelfth grade, and of young women graduates. All respondents were residing in the geographic area and either working or expecting to work in the near future.

The time schedule for this forty-month research project consisted of four general stages. Stage one, which lasted about four months, was devoted to planning, staffing, identification of a preliminary pool of variables, and the selection and development of data collection instruments for phase one. Stage two, which lasted about twelve months, included sample selection, data collection, and data analysis for phase one of the project. Phase one consisted of about one hundred interviews, each lasting an average of more than seven hours, all located in one Northeastern metropolitan area in which about a half million people resided. Stage three, which lasted about sixteen months, included sample selection, data collection, and data analysis for phase two of the project. Phase two consisted of about five hundred interviews lasting between one and two hours, located in one of three geographical areas. One geographical area was a Northeastern metropolitan area in which more than a million people resided. The other two geographic areas were in the Middle West. One was a state capital and the other a rural area at least one hundred miles from the nearest large city. Stage four, which lasted about eight months, consisted of an exploration of the implications for both further research and for educational programs for non-college bound young adults.

The basic purpose of this study was the identification of variables that were highly associated with participation, by non-college bound young adults, in educative activities. Both personal and situational variables were included. Toward this end, the study was designed as a series of successive approximations, with each stage intended to narrow the range of variables that were highly correlated with the criterion variables. The criterion variables were aspects of extent of participation in educative activity. The specific criterion variables included amount of time spent on part-time education, number of educative

activities, variety of educative activities, and extent of informal information seeking. In order to increase the relevance to vocational education, separate scores were also obtained for work related educative activity. The primary purpose of stage one was to identify a pool of personal and situational variables that might be associated with extent of educative activity. The broad categories of variables that were used during stage one, and with modification throughout the project, were as follows.

1. *Prior Experience*
   - A. Abundance of Environment During Childhood
     - (1) Status variables such as:
       - (a) Father's occupational type, level and regularity of work pattern.
       - (b) Level of education achieved by parents, siblings, and closest relatives.
       - (c) Characteristics of schools attended, such as size and offering.
       - (d) Social class characteristics of neighborhood.
     - (2) Dynamic variables dealing with learning oriented relationships between the respondent and family, school associates, work associates, and additional significant others.
       - (a) Behavior of significant individuals in the environment.
       - (b) The presence and use of specific rewards and punishment.
       - (c) The presence and clarity of models of behavior.
       - (d) The availability and use of particular facilities and materials.
   - B. Ability and Performance During Childhood
     - (1) Earlier school achievement.
     - (2) Extent and type of part-time work experience during school years.
     - (3) Extent and type of extra-curricular school related activities.
     - (4) Extent of participation in educational activities outside of school.
     - (5) Extent of community participation.

2. *Current Outlook Regarding Occupation and Education*
   - A. Self-Concept
     - (1) Perceived self: identity, behavior.
     - (2) Ideal self: self-satisfaction.
     - (3) Intellectual interests
   - B. Special Aptitudes (both personal estimate and test performance.)
     - (1) Spatial relations.
     - (2) Perceptual speed.
     - (3) Numerical.
     - (4) Verbal.
     - (5) General reasoning
     - (6) Speed, precision
   - C. Attitudes Toward Work
     - (1) Work values.
     - (2) Work orientations
     - (3) Vocational interests

D. Attitudes Toward Education
   (1) Importance of altered occupational competence.
   (2) Belief that education can help.

3. *Current Role Relationships*
   A. Worker Role
      (1) Stratification
         (a) Occupational status level.
         (b) Current income level.
      (2) Reference Group
         (a) Proportion of six most significant others who are related to worker role.
         (b) Perceived expectations of significant others and reference group related to worker role, regarding educative activity.
   B. Other Major Role Relationships
      (1) Age.
      (2) Marital and family status.
      (3) Attitudes toward family.
      (4) Current non-sustenance time allocations and interests.
      (5) Perceived expectations of non-sustenance significant others and reference groups regarding educational activity.

4. *Mode of Decision*
   A. Occupational
      (1) Extent of long, intermediate, short-term planfulness.
      (2) Extent of, and approach to, occupational role changes.
      (3) Extent of upward occupational mobility
   B. Educational
      (1) Proportion of educative activity that has been preparatory, transitional and concurrent.
      (2) Extent of self-directedness.

These categories of variables corresponded relatively closely with the research rationale. Stage one was completed when existing items, scales, and insturments had been selected for all variables for which they were available and new items had been prepared for all variables for which satisfactory instrumentation was not available.

The primary purpose of the second stage of the project was to collect from a relatively small sample of non-college bound young adults, extensive data within all major categories of variables. About one hundred young adults were each interviewed and tested for an average of more than seven hours. All of the respondents who were interviewed had attended one of a random sample of high schools in a metropolitan area in the Northeastern United States in which about half million people resided. For each of the high schools that were selected, names and addresses were obtained for those students whose school records indicated that they probably did not go to college. Each of the resulting non-college bound former students was the object of a search in an effort to ascertain if he was eligible to be interviewed. The criteria of eligibility were that he had not completed more than six months of full-time schooling since leaving high school, that he had been associated with one of the selected schools and graduating classes, and that he was currently residing in the

metropolitan region and was available to be interviewed. The metropolitan area in which the interviews were conducted, consisted of an industrial city of about 200,000 people, many surrounding suburban residential communities, and the surrounding rural areas and small towns in the county. For the purpose of convenience and anonymity, this metropolitan area is referred to in this report as Central City.

The one hundred young adults who were interviewed during Phase One in Central City met with their interviewer for an average of between seven and eight hours in excellent interviewing facilities in a centrally located office building. Although many of the respondents completed all of their interview in one day, some completed their interview in installments on several days. With the exception of several of the tests, the interview schedule contained the questions or statements that were said by the interviewer and the spaces in which he recorded the responses. After the interview was completed and the respondent had departed, the interviewer completed a rating form to provide a more detailed description of the respondents.

The data analysis process was designed to accomplish the following four objectives: to provide a basis to decide which variables to include in Phase Two; to develop more detailed and precise hypotheses; to provide detailed case materials for use in interpretation of data from Phase Two; and to test the data analysis procedures.

As a way of supplementing the predominantly quantitative data from Phase One, a set of twenty-four biographical sketches were prepared. Twelve of the sketches were a random selection from respondents who had participated extensively in part-time educative activity during the twelve months prior to the interview. The other twelve sketches were a random selection from respondents who had not participated in educative activity since leaving high school. The information that was used to prepare each of these word pictures was drawn from all of the data in the interview schedule.

The primary purpose of the third stage of the project was to conduct hour and a half interviews with a relatively large sample of young adults who resided in one of three geographic areas. The three geographic areas are referred to in this report as Capital City, Prairie City, and Cornsilk County. Capital City is located in the industrialized Northeastern United States. More than a million people reside in the three counties that constitute the metropolitan area. It contains cities that in earlier years were separated by farm land, but like most of megalopolis, it is now one large urban complex. One of the two largest cities is a state capital and another is an industrial city.

The other two geographic areas included in Phase Two of this project are located in the Great Plains area of the Middle West. The urban area is referred to in this report as Prairie City and the rural area is referred to as Cornsilk County. Prairie City is a state capital and this is reflected in the economic base. The metropolitan area is defined by the United States Census as the city and surrounding county with a population of less than 150,000 people.

Cornsilk County is actually several similar and adjacent counties located more than a hundred miles from the nearest large city. The counties are rual and the larger towns within them are trade centers for the rural area. The type of agriculture is mainly corn and hogs with some beef grazing. The increasing efficiency of agriculture during the past generation has sharply reduced the manpower requirements, and there has been a rapid population decline due to out-migration.

The three geographic areas that were included in Phase Two, were not a random or representative sample of communities in the United States. They were selected according to two criteria, feasibility of arrangements for data collection, and contrast in community settings that relate to educational and occupational opportunities which might be reflected in differential patterns of relationship between the predictor variables and the criterion variables.

The Phase Two sample selection procedures were in most respects similar to those used in Phase One. In Capital City, in preparation for interviews with 100 male graduates from the class of 1960 and with 100 male graduates from the class of 1965, 1,000 names and addresses were obtained for each class. In Prairie City and in Cornsilk County, in preparation for interviews with male graduates each from the classes of 1960 and 1965, 500 names and addresses were obtained for each class in each area. In addition, in Capital City samples of 50 male dropouts and 50 female graduates were included for the class of 1960, so 500 names and addresses were obtained for each. The names were obtained from school records within the geographic area. A representative sample of schools was selected from the total list of all public and private schools in each geographic area. The selection procedures included a stratification according to size. For each graduating class, an effort was made to separate the male graduates who went on to college from those who did not. The categories of variables for Phase Two remained substantially the same as for Phase One. One of the major purposes in the analysis of Phase One data was the selection of items, scales, and instruments to include in the Phase Two interview schedule.

There were several objectives for the Phase Two data analysis. One was to continue the process of data reduction that was largely accomplished in Phase One. A second objective was to ascertain the extent of association between the prediction variables both individually and in combination, and the criterion variables that were measures of extent of participation in educative activity. A third objective was to compare the major sub-populations of respondents regarding the pattern of association between prediction and criterion variables. The major sub-populations consisted of male and female graduates; two age groups; and three community settings.

The process of data reduction for Phase Two began with the computation of the frequency distribution, mean, standard deviation, and measures of skewness and kurtosis for each variable that had the potential for correlational analysis. As a result, those variables that met the assumptions for correlational analysis were identified. To assist in the interpretation, the results of this analysis were compared with the

same analysis based on the same instrumentation from Phase One, for which a great deal of supplementary data were available. Next, intercorrelations were computed between all variables and all other variables. Additional data reduction procedures such as factor analysis were used to identify the combination of variables that were most highly associated with extent of participation in educative activity.

The primary purpose of the fourth and final stage of the project was to explore the implications of the findings for both further research and for educational programs for non-college bound young adults.

CHAPTER FOUR

Phase One Findings

The one hundred Phase One, non-college bound young adults were relatively typical of those from a Northeastern metropolitan area who graduated from high school, did not go on to college full-time for six months or more, but went to work or actively sought work, and who agreed to be interviewed. They participated fairly extensively in educative activity. Four out of five had read at least one book in the previous year, three-quarters read magazines weekly, half used radio or television daily, and half participated in adult education during the previous year.

The young adults varied considerably in their prior experience. Three-quarters of them had fathers with blue collar jobs and no formal education beyond high school. There was even greater variability in the relative abundance of the home environment during adolescence. Most of the respondents reported that they selected their own high school course of study, and that the emphasis of their teachers was primarily college preparatory. For the non-college bound there was great variability in extra-curriculuar activities, non-school related education, outdoor recreation, and part-time jobs. The high school years provided some very different patterns of experience for this sample of non-college bound young adults.

The current role relationships of the young adults were characterized by low levels of engagement and performance compared with adults generally. Understandably, the young adults had lower prestige occupations and the ratings of worker role performance were also somewhat lower than for working adults generally. More than half of the young adults felt that they had been fairly successful in the achievement of their work goals at the current stage of their work life, and this was slightly lower than for a cross section of working adults. About half of the young adults belonged to no organizations, compared with one-third of adults generally, and those who did, belonged to fewer organizations and were less often in leadership positions. The dimensions of favorite leisure activity were similar to those for adults generally. Goal ahievement for young adults was lower for worker role and higher for leisure role, than for adults generally. The significant others of the young adults were typically relatives and residents of the same neighborhood. They were typically older than the young adults but had about the same amount of education, and few were associates in job or organizational settings. Most of the significant others felt that the young adult should obtain more education and even more felt that education was very important. The young adults felt that they had less control in interpersonal relations, when compared with the outlook of college students.

The current outlook of the young adults was in some respects more variable than for the general adult population. Their social and emotional adjustment was typical of adulthood, but with slightly less happiness, security in groups, and activity out of groups. Their need achievement was the same and their need affiliation was slightly higher than for adults generally. Compared with college students, the young adults saw themselves as characterized by less self-depreciation and more leadership. They had a slightly higher sense of political efficacy and were slightly less conservative. Regarding the self-concept of the young adults, there was evidence of substantially less personality integration than for adults generally, which probably reflected the adjustments taking place during young adulthood. The abilities of the most able non-college bound young adults were well within the range of college students. There was substantial variability in the satisfaction with role performance of the young adults, but it tended to be high. Regarding characteristics of an ideal job, characteristics such as variety, use of abilities, and seeing results were seen as more desirable than short hours, creating beauty, and fringe benefits. The vocational interests of the young adults were most similar to workers in sales and blue collar occupations, and they tended to be optimistic about the future.

The sets of intercorrelations between similar variables indicated that, within each set, the pattern of significant correlations were explainable on the basis of logical relationships between variables and the findings of previous research. These results supported both conclusions regarding construct validity of the instruments and decisions regarding the selection of variables for more detailed analysis in Phase One and for inclusion in Phase Two. Book reading was the only information seeking variable with a strong positive relationship to adult education interest. The various indices of adult education participation seemed to reflect separate dimensions of these criterion variables. The family status variables were somewhat independent, more so than were the home environment scales. The respondents who liked school, felt that the teachers emphasized preparation for college, and reported less contact with a counselor. Some of the respondents were more extensively engaged in recreation, jobs, and non-school sponsored education during adolescence. Current occupational prestige level, role performance and goal achievement were substantially interrelated. Patterns of organizational participation were different for males and females. Also, extent of involvement and participation was somewhat separate from number of memberships. Two clusters of characteristics emerged for favorite leisure activities. One was activities characterized as creative, enjoyable, expansive, autonomous, and physically active. The second was expressive, relaxing, and contrasting with work. The intercorrelations between leisure activities reflected extent of social-recreational engagement. The significant others who urged the respondents to obtain more education tended to be older and to feel that education was important. The leadership dimension of personality was similar to social assertiveness, as reflected in a negative correlation with intellectual interests, which along with the self-depreciation scale were situationally defined in a different way than they were by college students. The highest correlations between aptitude variables were between tests that were logically

related, which indicated their validity and independence. Most of the intercorrelations between work related attitudes were significant. The logically similar characteristics of an ideal job tended to be highly intercorrelated. The future oriented attitudes appeared to be somewhat separate from each other.

The pattern of intercorrelations between variables from different categories increased the definition of each selected variable and suggested several sets of relationships between predictor and criterion variables that could be explored further in the subsequent analysis. There was sufficient variability between the criterion variables to warrant their separate analysis.

In the analysis of the intercorrelations with the criterion variables the following relationships were noted. The more active radio listeners were well adjusted, active people who engaged in information seeking during adolescence and young adulthood, and whose interests were instrumental but with an emphasis on social harmony. The non-college bound young adults who spent the most time viewing television tended to be somewhat maladjusted loners. The magazine readers tended to be active, outgoing, but not overly venturesome. The active magazine readers tended to be young adults whose ability had not measured up to external expectations, whose positive self-image was somewhat defensive and rigid, and who wanted more acceptance and friendships with persons their own age. The book readers were active, achieving, intellectually oriented young adults. Those with greater interest in adult education had spent their life in settings that encouraged educative activity, and they tended to be active and socially engaged young adults. Those who were intensely interested in adult education were intensely engaged in work and leisure. Throughout life, significant others of the young adults had emphasized educative activity and the current attitudes of the young adults reflected this also. It appeared that those young adults who during the period between one and four years previously had participated most extensively in adult education, were not very self-satisfied and experienced some conflict in their view of self.

As part of the Phase One data analysis from Central City, biographical sketches were prepared from data in two sub-samples of interview schedules, to supplement the analyses of statistical data. One sub-sample consisted of a dozen randomly selected young adults who had participated in some part-time educational programs during the year before they were interviewed. The second sub-sample consisted of a random sample of those who did not. The comparison of these two sub-samples was designed to identify some of the major similarities and differences between participants and non-participants in a way that retained the coherent sense of each respondent.

In most ways there was great similarity between the two sub-samples of participants and non-participants. For each sub-sample, the average age was about twenty-one, there were between three and four siblings, and a quarter of the respondents were married. Four or five of the fathers held white collar jobs. Three or four of the respondents were in the college preparatory major in high school. For each sub-sample, two sets

of parents were perceived by their son as being very interested and supportive of his school experience, and three sets of parents were perceived as uninterested; one respondent was very positive about school and two were very negative; and two had very negative feelings about their job. Each sub-sample, belonged to an average of between one and two organizations. Finally, the average vocabulary level was about the same.

There were a few characteristics presented in the biographical sketches on which participants and non-participants differed. More of the participants were highly active in information seeking activities such as reading and mass media, even beyond that related to their adult education participation. Reading seemed to be a more central part of their leisure style. Furthermore, for the non-participants, an average of less than two significant others urged more education compared with an average of more than four significant others for the participants. These two differentiating characteristics seemed to combine to provide a basic but understandable explanation regarding influences on the decision to participate. Adult education, as the criterion variable, and information seeking are highly interrelated. Reading was a central activity in both. This past-oriented personal characteristic should serve to increase self-confidence and anticipated satisfaction. The present oriented situational characteristic of urging by significant others to obtain more education should combine to provide substantial encouragement to participate in adult education.

It was unanticipated that some of the characteristics such as prestige level of father's occupation, or vocabulary level or organizational participation that are known to correlate with adult education participation, did not differentiate between the two sub-populations. However, a more detailed comparative analysis of the biographical sketches revealed a pattern of relationships that did suggest a rationale for prediction. For each of the sketches, an index was prepared that consisted of the number of correlates of educative activity that was highly positive for that respondent. The average index for the non-participants was less than two, compared with almost two and a half for participants. Furthermore, the three non-participants with the highest index were also those with the highest expressed interest in adult education. One expressed a definite interest in adult education, one said that he planned to attend a community college, and one expressed interest in job related training but noted the problem of his split shift in which he worked days for a while, then evenings, which made class attendance difficult. All three had above average vocabulary. With the tendency for adult education participation to be spasmotic, it is possible that if the study data had been collected a year later, two or perhaps all three of these non-participants might have been participants. For the participants, most of the young adults who had enrolled in a community college or in other adult education courses sponsored by an educational institution were those with a higher level of vocabulary. By contrast most of the participants with a lower level of vocabulary were those who participated only in an employer sponsored educational or training program.

It would appear that there is a threshold for adult education participation, that differs somewhat with the nature of the program

and its sponsor. To make the decision to participate requires several facilitators. These facilitators might be personal or situational, and past or present oriented. To some extent they may be interchangeable. However, the two variables that seemed to be especially influential were information seeking and the encouragement of others.

CHAPTER FIVE

Phase Two Findings

The 492 non-college bound young adults whose interview schedule data was included in Phase Two of the study were selected to provide seven sub-populations. Sub-populations one through six were all males. Sub-populations one and two graduated in a Midwestern rural area in 1960 and 1965. Sub-populations three and four graduated in a Midwestern urban area in 1960 and 1965. Sub-populations five and six graduated in a Northeastern metropolitan area in 1960 and 1965. Sub-population seven consisted of females from the same Northeastern metropolitan area who graduated in 1960. The data indicated substantial similarity between the seven sub-populations. The differences that did occur were small and consistent with general information about the characteristics of the sub-populations. There were not substantial differences between the sub-populations on the current roles variables, with the exception of slight differences between age groups that seemed to reflect clear developmental trends. There were also no substantial differences between the sub-populations regarding these selected attitudinal variables classified in the current outlook category. The only trend was for the older respondents to score slightly higher on variables related to verbal ability, social adjustment, work satisfaction, need achievement, planfulness, and interest in work that requires reading. The trend for these variables suggested something of the developmental process that was occurring for non-college bound young adults, a process that might be termed maturing. There were no substantial differences between any of the sub-populations on any of twenty-five selected variables from various categories. The differences that did occur were slight trends and tendencies which should be interpreted cautiously. The only tendency related to community setting was that the fathers of rural respondents had completed less formal education than had the fathers of their urban counterparts, a tendency that was not reflected in the distributions of father's occupational levels. The major trend to emerge from the comparisons of sub-populations was a set of age differences for about half of the 25 selected variables, that together indicated the occurrence of a developmental process during young adulthood for those who completed high school but who did not go on to college.

The younger respondents grew up in families where the father had completed more formal education than was the case for the fathers of the older respondents, which reflected the trends toward more formal education during the period in which these two sets of fathers were young adults.

The older respondents were in higher status occupations, received higher worker role performance ratings, and reported a higher level of work satisfaction, which together indicated that a process of occupational development occurred for the non-college bound during the period from late teens until the mid-twenties. The older respondents expressed more interest in an ideal job that would entail reading, reported more time spent reading magazines, and scored higher on a vocabulary test, which together indicated that the non-college bound became more reading oriented during young adulthood. Conversely, the older respondents tended to have less of their significant others who urged them to obtain more education than was the case for the younger respondents. The older respondents also belonged to more organizations, and were rated higher on leisure role performance and social adjustment, which together indicated that during young adulthood the non-college bound became more socially engaged. Finally, the older respondents were more planful and achievement oriented than their younger counterparts, which together indicated a developmental trend towards mastery over the environment.

A second tendency that emerged from the comparisons of the sub-populations, was that the female respondents differed in several consistent ways from their male counterparts. The females liked school better, described a more book oriented adolescent home environment, spent more time reading magazines, and were more interested in an ideal job that included reading, which together indicated that urban female non-college bound young adults were more reading oriented than their male counterparts. Conversely fewer of the female's significant others urged them to obtain more education. The females held, on the average, higher status occupations but their worker role performance ratings were lower than their male counterparts. The higher average occupational level in large part reflected the preponderance of clerical jobs held by the females and the lack of the types of unskilled jobs that were held by some of their male counterparts. The females were also less optimistic about their chances for promotion. Together, these differences indicated that occupational development for non-college bound young working women differed from that of their male counterparts. The females belonged to fewer organizations, their favorite leisure activity was more other-directed and constricted, and their leisure role performance rating was lower, which together indicated that the females had a different if not more limited leisure style than their male counterparts. Finally, the females were less conservative and less planful than their male counterparts.

In general, the great similarity between the sub-populations on the selected variables provided the basis for combining them and for conducting much of the subsequent analysis with the total sample. The small age and sex differences that did occur appeared to be readily interpreted and provided the basis for more detailed subsequent analysis related to developmental trends for young men and for young women.

Intercorrelations were computed between Phase Two variables that met the criteria for the computation of Pearson Product Moment Correlation Coefficients. The same analysis procedures were used for the total sample and for each of the seven sub-populations. Regarding

community settings, the correlations between criterion variables were higher for the rural men in Cornsilk County than for the urban sub-populations. The correlations for younger respondents were higher than for older responsdents. The patterns of intercorrelations between prior experience variables for the sub-populations were similar. The patterns of intercorrelations related to work and organizations for the sub-populations were very similar. All sub-populations were similar in the high correlations between the number of organizational memberships and the other organizational variables, and in the low correlations between the worker role master rating and the sub-rating on job related associations. The patterns of intercorrelations related to current roles other than work and organizations were the most similar of any set of variables examined thus far for the sub-populations. The differences in the intercorrelations for the attitudinal variables between the sub-populations were small and mostly between the urban females and their male counterparts. All of the sub-populations were very similar in their pattern of intercorrelations between the job characteristics variables.

The following set of relationships applies to all non-college bound young adults and only small modifications would need to be made for any sub-population. Of course, each correlation indicates a degree of association and not a cause and effect relationship. However, for purposes of interpretation it seemed helpful to indicate a primary flow of influence between variables where this seemed logically to be the case. Time order was one criterion in the selection of the primary flow of influence. For instance, it was assumed that it was likely that a book oriented home environment was more influential on current adult education participation than vice-versa. In the following description the relationships between variables are referred to as causal to simplify the description. However, it should be recalled that the correlations are small, and most of them account for less than ten per cent of the variance.

The non-college bound young adults each spent their adolescence in a home environment that was characterized by the interviewer based on the respondent's description of it, along a continuum from abundant to impoverished regarding books, reading and use of library materials. This home environment was related directly to eight and indirectly to most of the remaining eleven selected variables. A book oriented adolescent home environment influenced most strongly the amount of time the young adult currently spent reading magazines, his selection of an autonomous leisure activity as his favorite, and social-emotional maladjustment. The book oriented home environment also contributed to verbal ability, thoughtfulness, and current participation in organizations. A major factor in producing the home environment was the level of occupational prestige of the respondent's father. Aside from its direct influence on magazine reading, the home environment had an indirect influence through several variables. Those respondents whose favorite leisure activity was characterized as autonomous vs. other directed, spent more time reading magazines. The home environment was related directly to this selection and also indirectly through verbal ability and planfulness. Verbal ability also contributed to

the relative occupational prestige level that each young adult had achieved, which in turn helped to define his social-emotional adjustment. The respondent's adjustment was also defined by organizational participation, need affiliation, planfulness, and by the home environment directly. Adjustment was a global concept related to many variables and it was higher for those respondents who read magazines more. It was highly associated with the selection of an autonomous favorite leisure activity. Planfulness, in addition to its association with verbal ability, was greater for those respondents with high positive feelings toward school and high negative scores on an adherence to authority scale. Planfulness influenced magazine reading directly, but also indirectly through adjustment and the preference for autonomous leisure activity. The remaining significant correlate of magazine reading was the respondent's selection of reading as a desired characteristic of an ideal job. One of the highest correlates of this reading orientation, was thoughtfulness which was also influenced by home environment. The selection of reading as a desired job characteristic was also influenced by planfulness and positive feelings toward school. It was highly correlated with having a high proportion of significant others who urged him to obtain more education.

Spending more time reading magazines encouraged both adult education participation and interest. The highest correlate with adult education interest was the proportion of significant others who urged the respondent to obtain more education, and this urging was more likely for respondents with low work satisfaction. Adult education interest was also higher for respondents whose fathers had a higher level of occupational prestige and who had positive feelings toward school.

The highest correlate with adult education participation was organizational participation, which was influenced by both the home environment and planfulness. In addition to the home environment and magazine reading, the remaining influences on adult education participation were thoughtfulness and reading as a desired job characteristic.

The correlation between adult education and job related adult education was spuriously high because job related participation was included in the total. The two major influences on job related adult education were thoughtfulness and optimism regarding chances for promotion. This optimism was influenced by both adjustment and work satisfaction. Work satisfaction was in turn associated with the level of occupational prestige of the respondent's father.

The interrelationships between these twenty selected variables provide a preliminary model of the dynamics that influence the attraction and retention of non-college bound young adults in current programs of adult education. This preliminary model can serve as a basis for subsequent testing and refinement.

The pattern of intercorrelations between the selected variables might be interpreted as follows. Some of the non-college bound young adults seemed to have a more active, curious, engaged life style than the others. Many of these more engaged young adults grew up in a more abundant home environment; currently tended to be more thoughtful,

autonomous, and planful; and many had achieved higher status occupations. Their more autonomous preferences for leisure activities were negatively associated with adherence to authority. These same young adults also seemed to be distributed along a continuum of generalized orientation toward education. Furthermore, this continuum appeared to be associated with two composite variables, an engaged life style and an idea orientation. The idea orientation was characterized by an emphasis on reading and thoughtfulness about issues of self and society. The more engaged and idea oriented young adults were also those who were positively oriented toward education. There were, however, differences associated with the three measures related to adult education. Those young adults who expressed interest in adult education included both those who had participated in the previous year and those who had not. Unlike the participants taken separately, those who expressed the greatest interest in adult education tended to come from higher status families, to have more positive feelings about school, and to have more friends who urged them to obtain more education. The adult education participants included those who took part in both job related and non-job related adult education. Unlike the larger subpopulation of those with adult education interest and the smaller subpopulation of participants in only job related adult education, the total group of adult education participants tended to be more active in organizations and to be book oriented. The book and the participation barriers that are familiar in the adult education literature as it relates to the broader age and educational range of the population, seemed also to apply to non-college bound young adults. The participants in job related adult education differed from the other two overlapping sub-populations, in that there was a lesser association with a book orientation and a greater association with optimism about promotion chances. Finally, it should be noted that the criterion variables were correlated with variables that had been classified in the prior, role, and attitude categories. It would appear that no one category of variables is sufficient to explain adult education participation by non-college bound young adults.

The data were also subjected to factor analysis and six principal components factors emerged. The major factor, labeled Expansiveness, was characterized by active coping and social adjustment, assertion, achievement, and expansion of life space in a variety of domains. The highly loaded variables included the personal outlook master rating of social life and emotional reactions; the leisure role master rating; organizational participation variables; favorite leisure activity ratings of expansiveness, creativity, autonomy, and enjoyment; and worker role ratings. Also included were all five of the adult education participation variables and all five of the home environment scales. The second factor, labeled Work Dissatisfaction, consisted of negatively loaded worker role performance variables and positively loaded adult education variables. Additional loadings that indicated discontent, frustration and an interest in an ideal job that emphasized challenge and reading suggested that the factor might be characterized as Educative Coping to Reduce Work Dissatisfaction. The third factor, labeled Work Orientation, mainly consisted fo characteristics of the ideal job, with an emphasis on situational characteristics such as surroundings,

supervision, and friendships. The scattering of worker role performance variables and the negative loadings on three leisure role performance ratings indicated that the heavy emphasis on the worker role was accompanied by a de-emphasis on the leisure role. The fourth factor, labeled Organizational and Educational Participation, mainly consisted of organizational and adult education participation variables. The fifth factor, labeled Organizational Coping consisted of six positively loaded organizational variables and seven negatively loaded adult education variables. It appeared that organizational participation was utilized as a way of coping, instead of adult education participation. The sixth factor, labeled Environmental Abundance, mainly consisted of adolescent home environment scales and organizational participation indices, both of which are social class related.

The results of the Principal Components factor analysis were next subjected to Orthogonal Varimax Rotation for the total sample and for each of the sub-populations. Five factors emerged for all sub-populations and a sixth emerged for five of the sub-populations. In addition, for five of the sub-populations a unique factor also emerged. Factor one, labeled Occupational Outlook, was composed primarily of worker role performance ratings and other work related variables such as Work Satisfaction, interest in a higher level job, and optimism regarding promotion chances. Five of the personal outlook variables were loaded on this factor, which indicated that the factor reflected a broader emotional adjustment including feelings of importance, happiness, security, and persistence. The interpretation of the factor as an achieving, satisfied, and optimistic outlook was further supported by the fact that interest in a different type of job was the only negatively loaded variable. The loading of the principal components factors on the Occupational Outlook factor indicated that it was positively related to Expansiveness and Work Orientation with a negative relation to Work Dissatisfaction.

Factor two labeled Leisure Style, seemed to be a leisure role counterpart to the worker role cluster in factor one. The loadings were positive with the highest loadings by the three leisure role ratings. The remainder of the factor consisted mainly of favorite leisure activity dimensions and personal outlook ratings. This factor was characterized by the leisure role master rating for extent of accomplishment, pleasure, and service; and by leisure activity ratings on expansiveness, creativity, and enjoyment. The loading of the principal components factors on the leisure style factor indicated that it was highly related to Expansiveness, with moderate associations with Organizational and Educational Participation, and with Organizational Coping.

Factor Three, labeled Job Characteristics, consisted entirely of characteristics of the ideal job. The loading of the principal components factors on the Job Characteristics factor indicated that it was very similar to the Work Orientation factor and was moderately related to the Organizational Coping and the Work Dissatisfaction factors.

Factor Four, labeled Adult Education, consisted of all seven of the adult education participation variables. Each of the first three factors were the same for all of the sub-populations, but for factor

four there were some variations. For sub-population 1 (older rural men), a single factor included both the adult education variables in factor four and the organizational participation variables in factor five. For sub-population 2 (younger rural men), there were five additional educational and ability variables with high factor loadings. For sub-population 7 (older urban working women), the adult education factor was split into two small factors, one for job related adult education and one for general adult education. When these variations were noted, the total sample factor variables had similar loadings across the sub-populations. The loadings of the principal components factors on the Adult Education factor indicated a positive association with Organizational Coping and with Environmental Abundance and a negative association with Work Dissatisfaction.

Factor Five, labeled Organizational Participation, consisted of all eight of the organizational participation indices plus the personal outlook rating regarding adjustment in formal groups. With the exception of the combined factor including adult education for sub-population 1, (older rural men), this factor emerged for the sub-populations. The loading of the principal components factors of the Organizational Participation factor indicated a positive association with Organizational and Educational Participation, Organizational Coping, and Environmental Abundance.

Factor Six, labeled Educative Orientation, consisted of the five home environment ratings and a variety of variables related to educative encouragement, skills, and activity. For sub-populations 2 (younger rural men) and 7 (older urban working women), no comparable factor emerged. For sub-population 1 (older rural men) only the five home environment scales and father's educational level were significantly loaded on factor six. Otherwise the five sub-populations each had a comparable factor for educative orientation. The loading of the principal components factors on the Educative Orientation factor indicated its similarity to Environmental Abundance, and to a lesser extent to Organizational and Educational Participation, Work Dissatisfaction, and Expansiveness.

In addition to the six common factors, five unique ones emerged, one each for sub-populations 1 through 4, and 7. Sub-population 1 had a Thoughtfulness factor, sub-population 2 an Anti-Education factor, sub-population 3 a Conservatism factor, sub-population 4 a Pragmatism factor, and sub-population 7 a factor for Educational Orientation II. The contrast between the unique factors for the rural males in sub-populations 1 and 2 suggested that there may be a developmental shift from anti-education soon after leaving school to greater thoughtfulness based on mental ability, five years later. The contrast between the unique factors for the Prairie City males in sub-populations 3 and 4 suggested that there may be a developmental shift from a hard-headed pragmatism soon after leaving high school to a more mellow but persistent conservatism five years later. There appeared to be little relationship between these two factors and the two that emerged for the rural men. The Unique factor for the urban females in sub-population 7 was interpreted as a second Educative Orientation factor that was distinctive for females because there was no factor six that emerged

for them. This unique factor was distinctive in the variety of education related variables that loaded on it.

A panel of consultants made predictions regarding the degree of relationship between predictor and criterion variables, and there was moderate agreement between the consultants on the panel. They predicted well, various types of variables that were associated with educative activity, especially those in which the association with other educative activity was most direct. They failed to predict the significant correlations with current life style that did emerge. They did predict associations with social class related variables that stressed education and social mobility, which are familiar in the literature, but significant correlations did not emerge for these variables in the present study. Perhaps those variables that differentiate between the college bound and the non-college bound are less related to variations in educative activity within the non-college bound. For more than 85 per cent of the variables, a majority of the consultants were in agreement regarding their estimate of the extent of modifiability as being in the none, or in the some, or in the much category.

The six variables with the highest anticipated modifiability, in descending order, are listed below.

1. Use of special aptitudes as an ideal job characteristic.
2. Use of reading as an ideal job characteristic.
3. Study skills.
4. Liking of kind of work done.
5. Proportion of significant others who urge more education.
6. Interest in different type of work.

Of these six variables, the ones with the highest correlations with educative activity were seeing reading as a desirable characteristic of an ideal job, and having a high proportion of significant others who urge more education.

Based on the consensus of these consultants, it would seem that an effort to encourage non-college bound young adults to engage in more educative activity should take these two variables into account. The reading variable might be reflected in a stress on its importance in attractive jobs that a non-college bound young adult might enter, on satisfactions from reading especially in relation to work, and even on opportunities to increase reading and study skills so that reading becomes more effective and satisfying. The encouragement variable might be reflected in a stress both on communication aimed at significant others and opinion leaders who have contact with non-college bound young adults encouraging them to urge these young adults to obtain more education, and on encourageing non-college bound young adults to include in their circle of friends, persons who will urge them to obtain more education.

CHAPTER SIX

Conclusions

The following conclusions consist of the major data-based generalizations that emerged from this study. The basis for each generalization may have been findings from previous research or data from Phase One or Phase Two of the present study, or any combination of these sources, and the basis for each generalization is indicated following it. Only the major generalizations that emerged during the study are included in this list of conclusions. The conclusions are listed in the approximate sequence in which each type of variable was presented within the framework of the study, and not in order of importance.

1. *Non-college bound young adults participated to a moderate extent in educative activity, there was substantial variability between young adults in extent of participation and there was only a moderate association between various types of educative activity.* The findings from previous research indicated that non-college bound young adults engage in information seeking by use of both interpersonal and mediated channels; that there is great variability in extent of information seeking; that both electronic and print media are used extensively; that books are less used than other print media; that use of print media and especially book reading is associated with participation in more formal educative activity; that both intimate associates and experts are used somewhat; that intimates serve a reassurance function and that experts provide new information; that parents, relatives and close friends who are somewhat older than the young adults are an important channel of information about education; and that some young adults tend to extensively use a variety of channels for information seeking. The data from Phase One of the present study indicated that the young adults participated fairly extensively in information seeking. Four out of five read at least one book each year, three quarters read magazines weekly, and half used radio or television daily.

Regarding adult education interest and participation, the findings from previous research indicated that a smaller proportion of very young adults participate in adult education than is the case for young adults between their early twenties and their early thirties. The rate is lower for the non-college bound than for the college bound. There is variation between non-college bound young adults within various categories, with higher rates of participation indicated for men, the more intelligent, those who are married, those in higher status occupations, and those who grew up in higher status households. There is also variation related to agency sponsorship and instructional methods. Schools, colleges, and the military attract substantial proportions of young adults, as do methods

such as classes, correspondence, and job training. The subject matter areas that are most attractive to young adults are general education, family life, and occupational. Extent of adult education participation is most highly associated with extent of formal preparatory education. It appears that many of the same factors facilitate both preparatory and continuing education, and that one result is that the voluntary and self-supporting arrangements for most adult education programs has widened the gap between the educational "haves" and "have nots." The adult education interests of non-college bound young adults tended to be very practical and applied, with an emphasis on job, home, and personal effectiveness. Educational interests are related to sex and marital status. Interests also vary with parental family status, prior school success, family problems, awareness of opportunities to participate, and developmental tasks. The tasks of the worker role are especially related to adult education interests and participation, for both men and women. Phase One findings indicated that half of the young adults participated in adult education during the previous year. Most of the intercorrelations between the criterion variables were moderate or low. For instance, book reading was the only information seeking variable with a strong positive relationship to adult education interest. The various indices of information sseking and adult education participation seemed to reflect somewhat separate dimensions of the criterion variables.

This relative independence was supported by a somewhat different pattern of intercorrelations between each of the criterion variables and other variables included in Phase One of the present study. The more active radio listeners were well adjusted, active people who engaged in information seeking during adolescence and young adulthood, and whose interests were instrumental but with an emphasis on social harmony. The non-college bound young adults who spent the most time viewing television tended to be somewhat maladjusted loners. The magazine readers tended to be active, outgoing, but not overly venturesome. The active magazine readers tended to be young adults whose ability had not measured up to external expectations, whose positive self-image was somewhat defensive and rigid, and who wanted more acceptance and friendships with persons their own age. The book readers were active, achieving, intellectually oriented young adults. Those with greater interest in adult education had spent their life in settings that encouraged educative activity, their own interests and attitudes were supportive of educative activity, and they tended to be active and socially engaged young adults. Those who were intensely interested in adult education were intensely engaged in work and leisure. Throughout life, significant others of the young adults had emphasized educative activity and the current attitudes of the young adults reflected this also. It appeared that those young adults who during the period between one and four years previously had participated most extensively in adult education, were not very self satisfied and experienced some conflict in their view of self.

The similarities and differences between adult education participants and non-participants were also indicated by a comparison of the biographical sketches of Phase One respondents. In most ways there was great similarity between the two sub-samples of participants and non-participants. For each sub-sample of twelve respondents, the average

age was about twenty-one, there were between three and four siblings (brothers and sisters), and a quarter of the respondents were married. Four or five of the fathers held white collar jobs. Three or four of the respondents were in the college preparatory major in high school. For each sub-sample, two sets of parents were perceived by their son as being very interested and supportive of his school experience, and three sets of parents were perceived as uninterested; one respondent was very positive about school and two were very negative; and two had very negative feelings about their job. Each sub-sample, belonged to an average of between one and two organizations. Finally, the average vocabulary level was about the same.

There were a few characteristics presented in the biographical sketches on which participants and non-participants differed. More of the participants were highly active in information seeking activities such as reading and mass media, even beyond that related to their adult education participation. Reading seemed to be a more central part of their leisure style. Furthermore, for the non-participants, an average of less than two significant others urged more education compared with an average of more than four significant others for the participants. These two differentiating characteristics, reading and encouragement, seem to combine to provide a basic but understandable explanation regarding influences on the decision to participate. Adult education, as the criterion variable for this qualitative comparison, and information seeking are theoretically interrelated. Reading is a central activity in both. This past-oriented personal characteristic serves to increase self-confidence and anticipated satisfaction. The present oriented situational characteristic of urging by significant others to obtain more education provides substantial encouragement to participate in adult education. It was unanticipated that some of the characteristics such as prestige level of father's occupation, or vocabulary level, or organizational participation that are known to correlate with adult education participation, did not differentiate between the two sets of biographical sketches.

The major generalizations related to educative activity are listed below.

Regarding Information Seeking

a. *Both interpersonal and mediated (print and electronic) channels of information seeking were extensively used.*
b. *There was great variability in the extent of information seeking, and the variety of channels used.*
c. *Books were used somewhat less than other print media. (Four out of five had read at least one book during the previous year.)*
d. *Print media use was related to level of verbal ability, but electronic media was less so.*
e. *Somewhat older significant others were an important channel of information related to education.*
f. *There were different patterns of personality characteristics for those who were most active users of each of the types of media.*
g. *The adult education participants were more active in information*

seeking than the non-participants, and reading was a more central part of their leisure style.

Regarding Adult Education

h. More than four out of ten reported adult education participation in the previous year, more than twice the rate that had been anticipated on the basis of prior research.

i. Adult education interests were very practical and applied, with an emphasis on job, home, and personal effectiveness.

j. Those who expressed the greatest interest in adult education were the most active and engaged in work and leisure activities.

k. The various indices of adult education participation were somewhat independent.

l. The most active adult education participants were less content with themselves and their environments than were the non-participants.

2. Non-college bound young adults varied substantially in their pre-adult experiences, and a variety of prior experience variables were associated with extent of educative activity. The findings from previous research indicated that non-college bound young adults are mainly from working and lower-class families, along with some middle-class families in which barriers are confronted. The young adults from higher status families acquire more education both full-time and part-time. The association between home environment and educative activity is higher than between social class and educative activity as reflected in intelligence, achievement, and aspiration. Previous success in school facilities participation, and high mental ability facilitates school success. An abundant home environment contributes to ability, school success, facilitating predispositions, significant others who encourage participation in educative activity, and access to more abundant opportunity systems for young adults. Some events, such as a major success experience, may serve as a facilitator to subsequent activity. Other events, such as the death of a father or spouse, may serve as a barrier to subsequent activity.

The data from Phase One of the present study indicated that three quarters of the young adults had fathers with blue collar jobs and no formal education beyond high school. There was even greater variability in the relative abundance of the home environment during adolescence. Most of the respondents selected their own high school course of study, had teachers whose emphasis was primarily college preparatory, and reported great variability in extra-curricular activities, non-school related education, outdoor recreation, and part-time jobs. The high school years provided some very different patterns of experience for various persons in the Phase One sample of non-college bound young adults. The family status variables were somewhat independent, more so than were the home environment scales. The respondents who liked school felt that the teachers emphasized preparation for college, and reported less contact with a counselor. Some of the respondents were more extensively engaged in recreation, jobs, and non-school sponsored education during adolescence.

The major generalizations related to prior experience are listed below.

Regarding Family Status

a. *Although previous research and predictions of experts indicated a strong relationship between parental family status variables (such as educational and occupational prestige levels) and adult education participation, in the present study these parental status variables were not highly associated with participation.*
b. *Father's level of occupational prestige was, however, associated with the expressed interest of the young adult in adult education.*

Regarding Home Environment

c. *There was great variability in the relative abundance of the adolescent home environment, even more so than for the parental family status variables.*
d. *As anticipated from previous research, a book oriented home environment was one of the variables most highly associated with extent of adult education participation.*

Regarding Adolescent School Experience

e. *High school experience was characterized by selection of their own course of study, by teachers with a college preparatory emphasis, and by great variability in extra-curricular activities.*
f. *As anticipated from previous research, feelings about high school were not associated with variations in participation, but in the present study were associated with extent of interest in adult education.*
g. *The extent of out-of-school educational activities during high school years was associated with extent of current adult education participation.*

Regarding Adolescent Activity

h. *There was great variability in the extent of adolescent outdoor recreation and part-time jobs.*
i. *General adolescent activity level was moderately associated with current extent of participation, even though individual indices, such as working or recreation, were not.*

3. *Non-college bound young adults varied substantially in their current role relationships, and a variety of current role variables were associated with extent of educative activity.* The findings from previous research indicated that young adulthood is a period of many role changes. Family and occupational roles tend to be especially important. Educative activity tends to be used, especially by those with more formal education, in the process of job entry and job change. Occupational level is associated with extent of educative activity. Extent of organizational participation is also related to extent of educative activity and with age. Extent of educative activity is related to leisure styles that are active and that include reading, cultural activities, and organizational participation. Lack of opportunities to participate in educative activity and incapacitating events tend to reduce participation.

The data from Phase One of the present study indicated that the current role relationships of the young adults were characterized by less engagement and lower performance than is characteristic for most adults. Understandably, the young adults had lower prestige occupations and the ratings of worker role performance were also somewhat lower than for working adults generally. More than half of the young adults felt that they had been fairly successful in the achievement of their work goals at the current stage of their work life, and this was slightly lower than for a cross section of working adults. About half of the young adults belonged to no organizations, compared with one-third of adults generally, and those who did, belonged to fewer organizations and were less often in leadership positions. The dimensions of favorite leisure activity were similar to those for adults generally. Goal achievement for young adults was lower for worker role and higher for leisure role, than for adults generally. The significant others of the young adults were typically relatives and residents of the same neighborhood. They were typically older than the young adults but had about the same amount of education, and few were associates in job or organizational settings. Most of the significant others felt that the young adult should obtain more education and even more felt that education was very important. The young adults felt that they had less control in interpersonal relations, when compared with the outlook of college students. Current occupational prestige level, role performance, and goal achievement were substantially interrelated. Patterns of organizational participation were different for males and females. Also, extent of involvement and participation was somewhat separate from number of memberships. Two clusters of characteristics emerged for favorite leisure activities. One was activities characterized as creative, enjoyable, expansive, autonomous, and physically active. The second was expressive, relaxing, and contrasting with work. The intercorrelations between leisure activities reflected extent of social-recreational engagement. The significant others who urged the respondents to obtain more education tended to be older and to feel that education was important.

The major generalizations related to current roles are listed below.

Regarding Worker Role

a. *Worker role related characteristics were interrelated and were associated with educative activity.*
b. *Level of occupational prestige was associated with extent of interest in adult education, as was anticipated from previous research, but it was not associated with extent of adult education participation.*

Regarding Organization Member Role

c. *As anticipated from previous research, there was less engagement in organizational participation than was the case for adults generally; about half of the young adults belonged to no organizations.*
d. *As anticipated from previous research, organizational participation was associated with adult education participation generally,*

but not with job related adult education.

Regarding User of Leisure Role

e. As anticipated from previous research, there was great variability in leisure style and extent of leisure activity.

f. Leisure role goal attainment was higher than for adults generally.

g. As anticipated, extent of educative activity was associated with leisure styles that were active and that included reading, cultural activities, and organizational participation.

Regarding Roles Related to Family and Significant Others

h. As anticipated, extent of educative activity was associated with the number of somewhat older relatives and neighbors who felt that education was important and who urged the respondent to obtain more education.

4. Non-college bound young adults varied substantially in their current outlooks, and a variety of variables such as verbal ability and thoughtfulness were associated with extent of educative activity. The current outlook variables included abilities, self-concept, and attitudes toward self and work. The findings from previous research indicated that social and occupational adjustment are related and both seem to be associated with educative activity. Attitudes related to the self tend to change during young adulthood for the college bound and for the non-college bound, especially a decrease in authoritarianism and an increase in independence. A variety of needs and attitudes differentiate adult education participants from non-participants. This is especially so for need affiliation, which is associated with both information seeking and adult education; and to a lesser extent for intellectual interests. Self-concept and extent of educative activity tend to interact over time, so that one influences the other. Higher intellectual ability and a more abundant environment tend to interact and one by-product is higher levels of education. Verbal ability is consistently related to adult education participation. A high level of occupational aspiration and a resultant dissatisfaction with current job is associated with adult education participation. Both the abundance of the home environment and school performance are associated with the individual's level of mental ability. A sense of personal influence facilitates both occupational optimism and a sense of educational efficacy.

The data from Phase One of the present study indicated that the current outlook of the young adults were in some respects more variable than for the general adult population. Their social and emotional adjustment was typical of adulthood, but with slightly less happiness, security in groups, and activity out of groups. Their need for achievement was the same and their need for affiliation was slightly higher than for adults generally. Compared with college students, the young adults saw themselves as characterized by less self-depreciation and more leadership. They had a slightly higher sense of political efficacy and were slightly less conservative. Regarding the self-concept of the young adults, there was evidence of substantially less personality integration than for adults generally, which probably reflected the adjustments taking place during

young adulthood. The abilities of the most able non-college bound young adults were well within the range of college students. There was substantial variability in the satisfaction of the young adults, but it tended to be high. Regarding characteristics of an ideal job, characteristics such as variety, use of abilities, and seeing results were seen as more desirable than short hours, creating beauty, and fringe benefits. The vocational interests of the young adults were most similar to workers in sales and blue collar occupations, and they tended to be optimistic about the future.

The major generalizations related to current outlook are listed below.

Regarding Adjustment

a. As anticipated, level of social and emotional adjustment was associated with expansiveness and performance in worker, organization member, and user of leisure roles.

b. Adjustment of young adults was typical of adulthood, but with slightly less happiness, security in groups, and activity out of groups.

c. Adjustment was associated with information seeking but not with adult education participation.

Regarding Personal Attitudes

d. As anticipated, thoughtfulness was associated with extent of adult education participation.

Regarding Self-Concept

e. As anticipated, young adults had less personality integration than adults generally, and this was especially characteristic of the most active adult education participants during the previous four years, who were not very self-satisfied and who experienced some conflict in their view of self.

Regarding Aptitudes

f. Contrary to expectations, ability was only slightly related to general functioning and to educative activity. As anticipated, ability was less associated with educative activity than was status.

g. Vocabulary level was somewhat associated with educative activity, especially with participation in adult education sponsored by educational institutions in contrast with programs sponsored by employers.

Regarding Work Attitudes

h. Work related attitudes tended to be positive and interrelated.

i. Attitudes toward current job were substantially unrelated to educative activity.

Regarding Ideal Job

j. Variety, use of abilities, and seeing results were reported as more desirable characteristics of an ideal job than short hours and fringe benefits.

k. *Reading as a desired characteristic of an ideal job was associated with extent of adult education participation.*

Regarding Vocational Interests

l. The pattern of vocational interest of the young adults was most similar to persons in sales and blue collar occupations, but there was little relation to educative activity.

Regarding Attitudes Toward Education

m. *Contrary to expectations, attitudes toward education were substantially unrelated to extent of educative activity.*

Regarding Occupational Optimism

n. *As anticipated, optimism about chances for job promotion was asociated with extent of participation in job related adult education.*

Regarding Personal Influence

o. *Contrary to expectations, planfulness was not associated directly with educative activity, but there was an indirect association through such variables as adjustment, organizational participation, a reading orientation, and preferences for autonomous leisure activities.*

5. *The personal and situational characteristics of non-college bound young adults tended to be interrelated in readily interpretable clusters regardless of age, sex, and geographic area; and educative activity was a major correlate of several clusters.* The data from Phase Two of the present study indicated that substantially the same readily interpretable factors emerged for the sub-populations based on age, sex, and geographic area. When the data were subjected to factor analysis, six Principal Components factors emerged. The major factor, labeled Expansiveness, was characterized by active coping and social adjustment, assertion, achievement, and expansion of life space in a variety of domains. The highly loaded variables included the personal outlook master rating of social life and emotional reactions; the leisure role master rating; organizational participation variables; favorite leisure activity ratings of expansiveness, creativity, autonomy, and enjoyment; and worker role ratings. Also included were all five of the adult education participation variables and all five of the home environment scales. The second factor, labeled Work Dissatisfaction, consisted of negatively loaded worker role performance variables and positively loaded adult education variables. Additional loadings that indicated discontent, frustration and an interest in a job that emphasized challenge and reading suggested that the factor might be characterized as Educative Coping to Reduce Work Dissatisfaction. The third factor, labeled Work Orientation, mainly consisted of characteristics of the ideal job, with an emphasis on situational characteristics such as surroundings, supervision, and friendships. The scattering of worker role performance variables and the negative loadings on three leisure role performance ratings indicated that the heavy emphasis on the worker role was accompanied by a de-emphasis on the leisure role. The fourth factor, labeled Organizational and Educational Participation, mainly consisted of organizational

and adult education participation variables. The fifth factor, labeled Organizational Coping, consisted of six positively loaded organizational variables and seven negatively loaded adult education variables. It appeared that organizational participation was utilized as a way of coping, instead of adult education participation. The sixth factor, labeled Environmental Abundance, mainly consisted of adolescent home environment scales and organizational participation indices, both of which are social class related.

The results of the Principal Components factor analysis were next subjected to Orthogonal Varimax Rotation for the total sample and for each of the sub-populations. Five factors emerged for all sub-populations, and a sixth emerged for five of the sub-populations. In addition, for five of the sub-populations a unique factor also emerged. Factor one, labeled Occupational Outlook, was composed primarily of worker role performance ratings and other work related variables such as work satisfaction, interest in a higher level job, and optimism regarding promotion chances. Five of the personal outlook variables were loaded on this factor, which indicated that the factor reflected a broader emotional adjustment including feelings of importance, happiness, security, and persistence. The interpretation of the factor as an achieving, satisfied, and optimistic outlook was further supported by the fact that interest in a different type of job was the only negatively loaded variable. The loading of the principal components factors on the Occupational Outlook factor indicated that it was positively related to Expansiveness and Work Orientation, with a negative relation to Work Dissatisfaction

Factor Two, labeled Leisure Style, seemed to be a leisure role counterpart to the worker role cluster in factor one. The loadings were positive with the highest loadings by the three leisure role ratings. The remainder of the factor consisted mainly of favorite leisure activity dimensions and personal outlook ratings. This factor was characterized by the leisure role master rating for extent of accomplishment, pleasure, and service; and by leisure activity ratings on expansiveness, creativity, and enjoyment. The loading of the principal components factors on the leisure style factor indicated that it was highly related to Expansiveness, with moderate associations with Organizational and Educational Participation, and with Organizational Coping.

Factor Three, labeled Job Characteristics, consisted entirely of characteristics of the ideal job. The loading of the principal components factors on the Job Characteristics factor indicated that it was very similar to the Work Orientation factor and was moderately related to the Organizational Coping and the Work Dissatisfaction factors.

Factor Four, labeled Adult Education, consisted of all seven of the adult education participation variables. Each of the first three factors were the same for all of the sub-populations, but for factor four there were some variations. For sub-population 1 (older rural men), a single factor included both the adult education variables in factor four and the organizational participation variables in factor five. For sub-population 2 (younger rural men), there were five additional educational and ability variables with high factor loadings. For sub-population 7

(older urban working women), the adult education factor was split into two small factors, one for job related adult education and one for general adult education. When these variations were noted the total sample factor variables had similar loadings across the sub-populations. The loadings of the principal components factors on the Adult Education factor indicated a positive association with Organizational Coping and with Environmental Abundance and a negative association with Work Dissatisfaction.

Factor Five, labeled Organizational Participation, consisted of all eight of the organizational participation indices plus the personal outlook rating regarding adjustment in formal groups. With the exception of the combined factor including adult education for sub-population 1, this factor emerged for the sub-populations. The loading of the principal components factors on the Organizational Participation factor indicated a positive association with Organizational and Educational Participation, Organizational Coping, and Environmental Abundance.

Factor Six, labeled Educative Orientation, consisted of the five home environment ratings and a variety of variables related to educative encouragement, skills, and activity. For sub-populations 2 (younger rural men), and 7 (older urban working women), no comparable factor emerged. For sub-population 1 (older rural men) only the five home environment scales and father's educational level were significantly loaded on factor six. Otherwise the five sub-populations each had a comparable factor for educative orientation. The loading of the principal components factors on the Educative Orientation factor indicated its similarity to Environmental Abundance, and to a lesser extent to Organizational and Educational Participation, Work Dissatisfaction, and Expansiveness.

In addition to the six common factors, five unique ones emerged, one each for sub-populations 1 through 4, and 7. Sub-population 1 (older rural men) had a Thoughtfulness factor, sub-population 2 (younger rural men) an Anti-Education factor, sub-population 3 (older midwest men) a Conservatism factor, sub-population 4 (younger midwest men) a Pragmatism factor, and sub-population 7 (older urban working women) a factor for Educational Orientation II. The contrast between the unique factors for the rural males in sub-populations 1 and 2 suggested that there may be a developmental shift from anti-education soon after leaving school to greater thoughtfulness based on mental ability, five years later. The contrast between the unique factors for the Prairie City males in sub-populations 3 and 4 suggested that there may be a developmental shift from a hard-headed pragmatism soon after leaving high school to a more mellow but persistent conservatism five years later. There appeared to be little relationship between these two factors and the two that emerged for the rural men. The Unique factor for the urban females in sub-population 7 was interpreted as a second Educative Orientation factor that was distinctive for females because there was no factor six that emerged for them. This unique factor was distinctive in the variety of education related variables that loaded on it.

Educative activity was prominent in the clusters of characteristics. Four of the six factors that emerged from the Principal Components factor analysis included adult education as defining characteristics. Adult Education was positively loaded on the factors labeled Expansiveness, Organizational and Educational Participation, and Work Dissatisfaction which was

in effect educative coping to reduce work dissatisfaction. Adult Education was negatively loaded on the Organizational Coping factor which was in effect organizational coping instead of education. As the result of Orthogonal Varimax Rotation, the Adult Education variables were shifted away from the factors associated with other domains such as work, leisure, and organizations and were grouped in a separate Adult Education factor. The Adult Education factor was positively associated with the Principal Components factors for Environmental Abundance and for Organizational Coping, and was negatively associated with Work Dissatisfaction. For the female young adults, two sub-factors emerged, one for work related adult education and one for general adult education, indicating the greater degree of independence of these two types of adult education for non-college bound young work oriented women. The Adult Education factor differed between the younger and older rural young men with a shift from a combined factor for both educational and organizational participation to an adult education factor with additional educational variables included. It was concluded that for rural young men, educative activity appears to be especially subject to developmental changes.

The major generalizations related to clusters of variables are listed below.

a. *The principal components factors were labeled Expansiveness, Work Dissatisfaction, Work Orientation, Organizational and Educational Participation, Organizational Coping, and Environmental Abundance.*
b. *The rotated factors were Occupational Outlook, Leisure Style, Job Characteristics, Adult Education, Organizational Participation, and Educative Orientation.*
c. *The factors corresponded to the major adult life roles, especially worker, organization member, user of leisure, and student; and educative activity was associated with many of the clusters related to both personal and situational characteristics that were both past- and present-oriented.*

6. *Educative activity and related characteristics of non-college bound young adults were unrelated to geographic area, differed somewhat between males and females, and reflected clear developmental shifts with age.* The findings from previous research indicated that the high school completion rate is rising and becoming more similar in rural and urban areas but it is still higher for urban youth. The adult education participation and information seeking rates are about the same for men and women, and the differences in fiction book reading are produced by non-working women. Young adults with higher intelligence, experience a greater amount of developmental change per year, and experience a greater number of years with a higher level of annual change before reaching the plateau characteristic of young adulthood. For persons with a more abundant home environment during childhood and adolescence, development is more predictable from intelligence, there is a greater receptivity to change, and there is a greater amount of change per year. For persons with a more abundant young adult environment, there is a greater amount of change per year. Self-confidence is enhanced by higher levels of intelligence and environmental abundance, with extent of success experiences as an intervening variable.

The data from Phase Two of the present study indicated that the female respondents differed in several consistent ways from their male counterparts. The females liked school better, described a more book oriented adolescent home environment, spent more time reading magazines, and were more interested in an ideal job that included reading, which together indicated that urban female non-college bound young adults were more reading oriented than their male counterparts. Conversely, fewer of the female's significant others urged them to obtain more education. The females held, on the average, higher status occupations, but their worker role performance ratings were lower than for their male counterparts. The females were also less optimistic about their chances for promotion. Together, these differences indicated that occupational development for non-college bound young working women differed from that of their male counterparts. The females belonged to fewer organizations, their favorite leisure activity was more other-directed and constricted, and their leisure role performance rating was lower, which together indicated that the females had a different if not more limited leisure style than their male counterparts. Finally, the females were less conservative and less planful than their male counterparts.

Throughout the comparisons of the different age groups in Phase Two, there were small differences between age groups that seemed to reflect clear developmental trends. For instance, there was a trend for older respondents to score slightly higher on variables related to verbal ability, social adjustment, work satisfaction, need achievement, planfulness, and interest in work that requires reading. The trend for these variables suggested something of the developmental process that was occurring for non-college bound young adults, a process that might be termed maturing. The older respondents were in higher status occupations, received higher worker role performance ratings, and reported a higher level of work satisfaction, which together indicated that a process of occupational development occurred for the non-college bound during the period from the late teens until the mid-twenties. The older respondents expressed more interest in an ideal job that would entail reading, reported more time spent reading magazines, and scored higher on a vocabulary test, which together indicated that the non-college bound became more reading oriented during young adulthood. Conversely, the older respondents tended to have less of their significant others who urged them to obtain more education than was the case for the younger respondents. The older respondents also belonged to more organizations, and were rated higher on leisure role performance and social adjustment, which together indicated that during young adulthood the non-college bound became more socially engaged. Finally, the older respondents were more planful and achievement oriented than their younger counterparts, which together indicated a developmental trend toward mastery over the environment.

The major generalizations related to the control variables are listed below.

Regarding Age

a. *Although there were developmental changes associated with educative activity, age itself was not significantly associated with adult education or information seeking, which confirmed earlier findings.*

Regarding Area

b. *Extent of educative activity did not vary significantly between the selected geographic areas.*

Regarding Sex

c. *As anticipated, the pattern of educative activity for working urban females differed from that of their male counterparts, in terms of more reading and greater separation of work from non-work related adult education.*

7. *Educative activity by non-college bound young adults was associated with various types of past and present oriented personal and situational characteristics.* The findings from previous research indicated that a high level of educative activity results if the individual is predisposed to alter his competence and believes that education is an effective way to do so, and if significant others encourage him to do so. Lack of opportunities to participate in educative activity and incapacitating events tend to reduce participation. Previous success in school tends to facilitate participation and high mental ability facilitates school success. An abundant home environment contributes to ability, school success, facilitating predispositions, significant others who encourage educative activity, and access to more abundant opportunity systems.

The data from Phase One of the present study indicated that there were significant correlates of educative activity in all categories of the study framework. In comparison of the biographical sketches of adult education participants with the sketches of non-participants, it was the number of facilitating variables more than the specific types of variables that differentiated between participants and non-participants. Furthermore, there was a somewhat different pattern of characteristics associated with different sponsors of adult education programs. For the participants, most of the young adults who had enrolled in an educational institution were those with a higher level of vocabulary. By contrast, most of the participants with a lower level of vocabulary were those who participated only in an employer sponsored educational or training program.

It would appear that there is a threshold for adult education participation, that differs somewhat with the nature of the program and its sponsor. The decision to participate seems to require several facilitators. These facilitators might be personal or situational, and past or present oriented. To some extent they may be interchangeable. However, the three variables that seem to be especially influential are vocabulary, information seeking, and the encouragement of others.

The data from Phase Two of the present study, indicated that there was a pattern of significant intercorrelations between variables that was interpreted in the following way. Some of the non-college bound young adults seemed to have a more active, curious, engaged life style than the others. Many of these more engaged young adults grew up in a more abundant home environment; currently tended to be more thoughtful, autonomous, and planful; and many had achieved higher status occupations. Their more autonomous preferences for leisure activities were negatively associated with adherence to authority. These same young adults also seemed to be

distributed along a continuum of generalized orientation toward education. Furthermore, this continuum appeared to be associated with two composite variables, an engaged life style and an idea orientation. The idea orientation was characterized by an emphasis on reading and thoughfulness about issues of self and society. The more engaged and idea oriented young adults were also those who were positively oriented toward education. There were, however, differences associated with the three measures related to adult education. Those young adults who expressed interest in adult education included both those who had participated in the previous year and those who had not. Unlike the participants taken separately, they tended to come from higher status families, to have more positive feelings about school, and to have more friends who urged them to obtain more education. The adult education participants included those who took part in both job related and non-job related adult education. Unlike the larger sub-population of those with adult education interest and the smaller sub-population of participants in only job related adult education, they tended to be more active in organizations and to be book oriented. The book and the participation barriers that are familiar in the adult education literature as it relates to the broader age and educational range of the population, seems also to apply to non-college bound young adults. The participants in job related adult education differed from the other two overlapping sub-populations, in that there was a lesser association with a book orientation and a greater association with optimism about promotion chances. The criterion variables were correlated with variables that had been classified in the prior, role, and attitude categories. It would appear that no one category is sufficient to explain adult education participation by non-college bound young adults.

The major generalizations related to pattern explanations are listed below.

a. *As anticipated, the pattern of intercorrelations associated with educative activity was slightly different for females as reflected in their stronger reading orientation, but in general the pattern was very similar for all sub-populations.*
b. *As anticipated, the abundance of the home environment was the variable that was most highly associated with educative activity and many other associated variables; however, parental status was associated primarily with adult education interest while a more direct measure of a book oriented adolescent home environment was associated with various indices of educative participation.*
c. *Although verbal ability was associated with occupational level and planfulness, for non-college bound young adults verbal ability was not significantly associated with extent of educative activity.*
d. *Adolescent school experience was only slightly associated with both status and ability, and it was significantly associated with interest in adult education but not with adult education participation as was anticipated.*
e. *As anticipated, the urging by significant others to obtain more education was associated with interest in adult education, and to a lesser extent with adult education participation.*

f. The pattern of intercorrelations varied between indices of information seeking, interest in adult education, job related adult education and all of adult education participation.

g. As anticipated, predispositions related to self, work and education were associated perhaps as intervening variables, between situational characteristics and educative activity.

h. Level of social and emotional adjustment was positively associated with many of the variables related to educative activity.

i. The most salient correlates of information seeking (magazine reading) were an abundant home environment , an autonomous leisure style, adjustment, thoughtfulness, and planfulness.

j. The most salient correlates of adult education interest were father's level of occupational prestige, respondent's occupational level, positive feelings toward school, current magazines and book reading, and urging by significant others to obtain more education.

k. The most salient correlates of adult education participation were an abundant home environment, extent of organizational participation, extent of reading, reading as a desired job characteristic, and thoughtfulness.

l. The most salient correlates of participation in job related adult education were optimism about chances for promotion, and thoughtfulness.

8. There was moderate agreement between relevant experts that two variables which were associated with extent of educative activity by non-college bound young adults were a reading orientation and encouragement by others. The consultants associated with this study predicted well, various types of variables that were associated with educative activity, especially those in which the association with other educative activity was most direct. They failed to predict the significant correlations with current life style that did emerge. They did predict associations with social class related variables that stressed education and social mobility, which are familiar in the literature, but significant correlations did not emerge for these variables in the present study. Perhaps the variables that differentiate between the college bound and the non-college bound are less related to variations in educative activity by the non-college bound. Based on the consensus of these consultants, it would seem that an effort to encourage non-college bound young adults to engage in more educative activity should take two variables into account, reading and encouragement. The reading variable might be reflected in a stress on its importance in attractive jobs that a non-college bound young adult might enter, on satisfactions from reading especially in relation to work, and even on opportunities to increase reading and study skills so that reading becomes more effective and satisfying. The encouragement variable might be reflected in a stress both on communication aimed at significant others and opinion leaders who have contact with non-college bound young adults that would encourage them to urge these young adults to obtain more education, and on encouraging non-college bound young adults to include in their circle of friends persons who will encourage them to obtain more education.

The generalization related to the opinions of experts was that: Experts anticipated that social class related variables, which differentiate between the college bound and the non-college bound would be associated with variability within the non-college bound in extent of educative activity, but instead reading and encouragement were the variables that were most associated with educative activity.

This chapter has presented the findings of the study. The eight major generalizations are listed below.

1. Non-college bound young adults participated to a moderate extent in educative activity, there was substantial variability between young adults in extent of participation and there was only a moderate association between various types of educative activity.
2. Non-college bound young adults varied substantially in their pre-adult experiences, and a variety of prior experience variables were associated with extent of educative activity.
3. Non-college bound young adults varied substantially in their current role relationships, and a variety of current role variables were associated with extent of educative activity.
4. Non-college bound young adults varied substantially in their current outlooks, and a variety of variables such as verbal ability and thoughtfulness were associated with extent of educative activity.
5. The personal and situational characteristics of non-college bound young adults tended to be interrelated in readily interpretable clusters regardless of age, sex, and geographic area; and educative activity was a major correlate of several clusters.
6. Educative activity and related characteristics of non-college bound young adults were unrelated to geographic area, differed somewhat between males and females, and reflected clear developmental shifts with age.
7. Educative activity by non-college bound young adults was associated with various types of past and present oriented personal and situational characteristics.
8. There was moderate agreement between relevant experts that two variables which were associated with extent of educative activity by non-college bound young adults were a reading orientation and encouragement by others.

CHAPTER SEVEN

Recommendations

The following recommendations consist of the major implications of the present study for practitioners interested in the development of effective part-time educational programs for non-college bound young adults, and for researchers interested in the study of young adulthood. The statement of each recommendation suggests a way to increase the effectiveness of adult education for young adults. Following each statement is a brief explanation of how the recommendation relates to the results of the present study.

1. Adult education should be closely associated with a variety of young adult life roles as a way of encouraging participation in educative activity. The factor analysis in Phase Two produced substantially the same clusters of characteristics for non-college bound young adults regardless of age, sex, and geographic area. Most of the factors were mainly defined by a major life role such as worker, organization member, and user of leisure. Educative activity was not significantly loaded on such factors as environmental abundance and leisure style, but it was associated with the expansiveness factor, and the factors associated with worker role and organizational participation. Those young adults whose worker role performance was highest were most active in educative activity. Previous research had indicated that some young adults tend to use educative activity for job entry and change. An alternative label for one factor was educative coping to reduce work dissatisfaction. Some young adults appeared to use organizational and educational participation in similar ways, while other young adults appeared to use organizational coping instead of educative activity. Perhaps for some non-college bound young adults, active participation in formal groups provides a way to acquire desired competence while avoiding the book orientation and structure of more formal means of information seeking and adult education. In some instances the association between a life role and educative activity may be achieved through recruitment and placement procedures related to the educative activity. For instance, young workers might be recruited for a job related evening class and then upon successful completion receive a promotion. In other instances, however, the association between life role and educative activity might be more direct as is illustrated by job coaching or other informal procedures of on-the-job training. This type of connection between knowledge and action is potentially applicable to all major life roles.

One way to relate adult education more closely to adult life roles is to utilize organizational settings, in which the participants in the

educational program are the persons who interact in the work, church, organization, or informal social group setting. In the typical individual setting of the correspondence course or the temporary group setting of the evening class, the adult learner interacts mainly with the content. By contrast, in the organizational setting, such as a labor union, the other participants in the educational program have interacted together before the adult education program started and usually will be involved together in applying some of what was learned in the program. Another way to relate education and life roles is to select methods of learning that emphasize this relationship. Methods that do so include role playing, case study, and group discussion generally. One such method is the action seminar designed to assist participants to extend their repertoire of effective strategies for alternating between knowledge and action. It is usually easier for a young man to do his construction job in the daytime and to take a course on reading blueprints and plans in the evening, than it is to alternate effectively between action and knowledge. The action seminar, or on-the-job coaching, is intended to help him to engage in the alternation process. The process can begin at any point and move back and forth between efforts to understand and deal with a problem requiring action, and efforts to locate and understand pertinent knowledge resources. The process might include awareness, diagnosis, and preliminary definition of a problem; search and location of relevant organized knowledge; understanding and application of knowledge to action problem; analysis of the problem to identify alternative courses of action; examination of knowledge resources to estimate the probable advantages and disadvantages of the major alternatives; decision on a course of action; and identification of criteria for judging the success of the selected course of action. In practice, the knowledge resources may be in written form, such as books, or in oral form, such as advice from experienced practitioners or from experts.

2. *Adult education for young work-oriented females should reflect their somewhat different relation to work and educative activity.* The differences between the female respondents and their male counterparts, in occupational development and leisure style indicated that educative activity may serve a somewhat different function for non-college bound young women. This may be reflected in the middle status occupations, the lower performance ratings, and the lesser optimism about promotion chances. The females were more reading oriented, but fewer of their significant others urged them to obtain more education. These relationships would seem to be related to the separate education factors that emerged for females, one for work related and one for general adult education. Perhaps the female respondents keep work and non-work more separate and may relate educative activity to either, neither, or both, in contrast to the male respondents' tendency to be engaged in educative activity to some extent regardless of whether it is related to work or non-work. In addition to a separation of the work emphasis, adult education for working girls can effectively be more book oriented than that for their male counterparts.

Adult education for non-college bound young women might successfully include programs of liberal education related to life roles such as citizen, family member, organization member, and user of leisure. Agencies

that sponsor programs for young women might include a major emphasis on counseling to assist women participants to continue their education in arrangements that tend to have a male orientation. As a by-product, these counselors can help to make the agency more congenial to female participants.

3. *Adult education should capitalize on the developmental trends of young adulthood.* The transition from adolescence to adulthood entails many changes and adjustments. This transition was relfected in the data from the present study. The intercorrelations between characteristics were lower for the older respondents than for the younger respondents, which relfected the differentiation between domains that occurred. There were also explainable shifts in attitudes towards work, education, and community. For rural males, there was even a shift in the pattern of educative activity. Previous research had indicated that people are most subject to influence during periods in which they are changing most. The changes and adjustments, that have been called developmental tasks, produce the heightened readiness to learn that can provide strong encouragement for non-college bound young adults to initially engage and to persist in educative activity. There is evidence that these trends and their relation to educative activity are different for working women in comparison with their male counterparts.

An adult education agency can utilize information about major developmental tasks of young adulthood by organizing some courses of study around the problems, adjustments, and opportunities that non-college bound young adults typically confront in their life roles. This focus on coping can be attractive for purposes of both recruitment and teaching. For instance, the acceptance of new responsibilities in a job or an organization that entails careful reading, can encourage efforts to increase reading speed and comprehension that might be viewed as unimportant under other circumstances. Also, the shift in perception of education after a few years out of full-time schooling, can provide an opportunity to develop a different image of the relation between education and daily activity, if in fact the continuing education program is different than preparatory education.

4. *Adult education should appeal to the multiple influences on participation, and should attempt to strengthen those influences that can be most readily added.* The data from Phase Two of the present study indicated the pattern of relationships with various types of educative activity. Planfulness influenced magazine reading directly, but also indirectly through adjustment and the preference for autonomous leisure activity. The remaining significant correlate of magazine reading was the respondent's selection of reading as a desired characteristic of an ideal job. One of the highest correlates of this reading orientation, was thoughtfulness which was also influenced by home environment. The selection of reading as a desired job characteristic was also influenced by planfulness and positive feelings toward school. It was highly correlated with having a high proportion of significant others who urged him to obtain more education. Spending more time reading magazines encouraged both adult education participation and interest. The highest

correlate with adult education interest was the proportion of significant others who urged the respondent to obtain more education, and this urging was more likely for respondents with low work satisfaction. Adult education interest was also higher for respondents whose fathers had a higher level of occupational prestige and who had positive feelings toward school. The highest correlate with adult education participation was organizational participation, which was influenced by both the home environment and planfulness. In addition to the home environment and magazine reading the remaining influences on adult education participation were thoughtfulness, and reading as a desired job characteristic. The two major influences on job related adult education were thoughtfulness and optimism regarding chances for promotion. This optimism was influenced by both adjustment and work satisfaction. The project's consultants identified the reading orientation and encouragement by others as especially promising ways to encourage participation. The expansion of magazine reading may be a way to develop a more substantial reading orientation. For some young adults, additional organizational participation may increase the readiness for the extension of educative activity. For some, greater optimism regarding chances for promotion may facilitate job related adult education participation. The non-participants in adult education who expressed interest in participation expressed even more liking for school and urging by others to participate, than was the case for participants.

The reference groups of the non-college bound young adults provide a potentially effective target for adult education recruitment efforts. These reference groups may be the networks of people with whom the young adult interacts in work, family, religious or secular organization, or informal social group. Reference groups also include organizations that the individual would like to join. Sometimes members of reference groups related to non-college bound young adults would like to encourage a young man or woman to continue their education, but are uncertain how to do so effectively. Part of an agency's efforts to recruit and retain non-college bound young adults, might include the identification of the reference groups most closely associated with the target population, the identification of the opinion leaders in these reference groups who are most likely to be influential with the young adults, and the provision of encouragement and ideas to these opinion leaders regarding the ways in which they might urge non-college bound young adults to enroll and persist in programs of adult and continuing education. The contribution of the opinion leader might include increasing awareness of opportunities, stressing the value of education, facilitating initial enrollment, urging persistence, and assisting the young adult to be able to use what he has learned. The suggested approach to employ reference groups to encourage participation in adult education applies also to the other influences on continuing education. In each instance, an adult education agency that wants to more effectively reach and teach non-college bound young adults, should find out which of the correlates of educative activity seem to be most related to their target population and which correlates seem to be most subject to influence. In some instances it may be easier to engage the young adult in organizational participation as a way of developing participatory skills, commitment to goals, and a sense of planfulness;

than to try to deal directly with his reading orientation. It would seem from the present research that the addition of one more facilitator of adult education will move many non-participants to participate.

5. *Different types of agencies that sponsor adult education should attempt to attract larger proportions of the types of non-college bound young adults whom they most readily attract.* Although there is substantial overlap, various sponsors attract young adults with somewhat different characteristics. For example, the comparison between the Phase One biographical sketches indicated that the verbal ability of those who participated in adult education programs sponsored by educational institutions was somewhat higher than for those in programs sponsored by employers. One way to increase the proportion of non-college bound young adults who participate in adult education, is for each type of sponsor to emphasize the recruitment of the types of young adults who are uniquely attracted to that sponsor, so that in each community different sponsors complement each other's efforts.

An initial step might be to conduct a clientele analysis for the purpose of describing in detail the characteristics of the adults who are currently being reached and the ways in which they differ from participants in programs by other sponsors and from non-participants. The results of a clientele analysis usually suggest ways to more effectively attract the types of adults who are already most represented in the agency, and identify target populations that are not being reached. If an agency wants to reach adults that it is not currently reaching, one way is to co-sponsor programs with other organizations that are working closely with these types of adults.

6. *Adult education should adapt the program arrangements to more readily fit the life style of non-college bound young adults.* The main principal components factor to emerge was labeled expansiveness, and adult education was significantly loaded on this factor. Some young adults had a more active, curious, engaged life style. The combination of an engaged life style and an idea orientation related to an emphasis on reading and thoughtfulness, was associated with extensive participation in educative activity. Participants were also more active in organizations. One way in which adult education may increase the proportion of non-college bound young adults who are attracted and retained, is to emphasize those qualities that are most associated with the present participants. To do so, the initial contact between sponsor and potential participant might appeal to an orientation toward engagement, expansiveness, and adventure. The holding power of the program might be increased through greater relevance and accomplishment that can be facilitated through evaluation procedures that provide the learner with continuous knowledge of results. Another characteristic of many participants is a higher degree of dissatisfaction with current circumstances than is the case for non-participants. In the adaptation of programs, it should be recognized that some of the social class variables that differentiate the college bound from the non-college bound, are far less influential in differentiating the adult education participants from non-participants within the non-college bound.

An agency might begin by listing the basic characteristics of its present program and clientele. Then a modest amount of information might be collected to ascertain the extent to which the differentiating characteristics of non-college bound young adult education participants generally apply to the current clientele of the agency. These characteristics would probably include good social and emotional adjustment, organizational participation, a reading orientation, planfulness, and a high level of aspiration. The findings could then be used to most efficiently attract more of the types of young adults that the agency is already serving.

7. To increase the range of young adults who participate, adult education should include some programs designed to reach the least reached. The foregoing recommendations focused on ways to increase the proportion of non-college bound young adults engaged in educative activity who are similar to the present participants. Previous research has indicated that the same factors tend to facilitate both preparatory and continuing education. However, in addition, programs can be designed to attract those who are least like the present participants and least likely to be attracted to the present programs. It would appear that such programs should minimize the emphasis on reading and organizational participation, and instead emphasize "learning by doing" in concrete situations and direct application of what is learned. The educational interests of the non-college bound young tend to be very practical and applied.

In trying to reach the least reached, it would seem well to begin with non-educational activities with which the potential participants are already concerned. Examples include work, being a consumer, and recreation. The program might begin with the non-educational activity, and then assist the participant to develop the competencies that he wants to acquire.

8. Researchers should replicate the major parts of this study using different samples and procedures, to increase the generalizability of the findings. The relations between a variety of variables and educative activity that emerged from the review of the literature and the data analysis in the present study, apply primarily to young men who complete high school but who did not go on to college. The findings appear to be sufficiently promising to warrant extension of the study to other categories of women, to men and women who drop out of high school, and to men and women who go on to college.

For instance, data could be collected for the major variables associated with educative activity from representative samples of young men and women who are classified as mentally retarded, high school dropouts, high school graduates, persons who complete only one or two years of full-time post high school education, and college graduates.

9. Researchers should be encouraged to engage in follow-up studies of panels of non-college bound young adults. The present study and several other recent studies have provided detailed information about methodological procedures to conduct follow-up studies of a sample of young adults.

Although there is some shrinkage of the panel due to difficulties in the location of potential respondents, the procedural success has been sufficiently great to warrant further use of this methodological approach. Especially valuable would be longitudinal studies that follow up panels of non-college bound young adults by collecting data from the same respondents on two or three occasions over a period of four to eight years.

10. Researchers should conduct experimental studies to ascertain the modifiability of characteristics associated with educative activity by non-college bound young adults. Some correlates of educative activity such as parent's occupational level, or respondent's childhood experience are not subject to influence for persons who are currently young adults. The applications of these findings are in the form of changes in home, school, and community of children and adolescents as a way of increasing their level of educative activity when they become young adults. For persons who are now young adults, some of the correlates may be more subject to influence and modification than others. Examples of such variables are reading and study skills; extent of reading; attitudes toward self, work and education; and the extent to which significant others encourage the young adult to obtain more education. Experimental studies should be conducted to ascertain the extent to which each of the correlates of educative activity can be modified so as to increase educative activity. The results of these studies of modifiability can then be used to design some experimental adult education programs for non-college bound young adults. The attractiveness and holding power of these programs can then be compared with standard programs, to indicate the extent to which the experimental programs are actually more effective in reaching and teaching non-college bound young adults.

The initial modifiability studies could demonstrate the extent to which various types of attitudes and practices can be changed as a result of intensive efforts. The experimental program studies could demonstrate the combination of approaches that seem to be most effective for young adults.

The foregoing conclusions and recommendations highlight the findings of the present study and the implications for practitioners who want to develop part-time educational programs that will attract and retain a higher proportion of non-college bound young adults. The conclusions indicated that educative activity is closely associated with a variety of past and present oriented personal and situational variables that tend to cluster around major adult life roles. The number of facilitators seems to be more influential than the presence or absence of any one facilitator. The recommendations stressed ways in which practitioners can use the findings to help make decisions about the attraction and retention of non-college bound young adults in adult education programs. Suggestions regarding future directions for research on educative activity by non-college bound young adults were also included. The total report contains additional information that may be of use in the process improving educational programs for the non-college bound.

APPENDIX

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